Preceptor and Clinical Site Representative Handbook

Dear Colleagues,

I want to express my enormous gratitude to each of you for agreeing to serve as a preceptor or clinical site representative (CSR) and to work with our School of Nursing students to advance their knowledge and expertise. Whether you are working with students in clinical, practicum, or project rotations, your contributions to their development are invaluable, and I can assure you they have a lifelong impact.

By sharing your time and expertise, you advance the important technical aspects of students' abilities and strengthen their critical-thinking and decision-making skills. But, every bit as important, you also support them in developing what some might term the "soft skills." Time and again, as I have read students' accounts of the impact of a particular preceptor or CSR on their growth and learning, I am struck by the lessons they take away that will have as profound an impact on patient care and patient outcomes as the correct diagnosis and course of treatment.

Teaching students what patient-centered care truly looks like and feels like is not a simple task. You may not even be aware of the lasting impact that you are having "in the moment" on a student's understanding of the art and science of nursing. So often, I have heard from students that a treasured component of their experience is the way in which a preceptor modeled dealing with a difficult patient, deflected an inappropriate or biased comment, or provided comfort and support that went beyond the requirements of the task at hand. These career-shaping moments may happen as a student is guided on how to put an instructional strategy into action and then witnesses the power of learner engagement. Or, perhaps they come from coaching that shapes a student's ability to lead successful implementation of an interprofessional project. As you mentor students, it is not only your expertise that you share, it is these day-to-day demonstrations of empathy and respect for patients, learners, and colleagues that so significantly enhance students' capacity for becoming nonjudgmental, understanding, and caring, no matter how challenging the circumstances.

In the course of your role, as you challenge and motivate, providing guidance where needed and direction when necessary, you impact not solely a single student's learning experience, but give them something that they will carry forward into the future as nurses, teachers, and leaders of others.

So thank you again, for all that you do and will do to help shape the next generation of nursing professionals. I can say with certainty that we could not do it without you – and that we are truly grateful for your willingness to play this pivotal role.

Sincerely,

Jane Kirschling, PhD, RN, FAAN
The Bill and Joanne Conway Dean
University of Maryland School of Nursing

Preceptor and Clinical Site Representative Handbook
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Overview

The University of Maryland School of Nursing (UMSON), founded in 1889, is one of the oldest and largest nursing schools in the nation and is ranked among the top nursing schools nationwide. Enrolling more than 2,100 students in its baccalaureate, master's, doctoral, and certificate programs, the School develops leaders who shape the profession of nursing and impact the health care environment.

Locations

UMSON has two convenient locations:

- University of Maryland, Baltimore
  All in-person programs are offered at this location.
- Universities at Shady Grove (Rockville, Maryland)
  The Bachelor of Science in Nursing program and Doctor of Nursing Practice Family Nurse Practitioner specialty are offered at this location.

The School's strategic location in the Baltimore-Washington, D.C., corridor, including its proximity to the nation's capital and the state capital in Annapolis, provides unparalleled opportunities for students in terms of clinical placements and participation in governmental, cultural, and policy-related activities.

Take a virtual tour of both locations at *nursing.umaryland.edu/virtualtour*.

Mission

We shape the profession of nursing and the health care environment by developing leaders in education, research, and practice.

Vision

We develop preeminent leaders in nursing education, research, and practice. As a catalyst for creativity and collaboration, we engage diverse groups of professionals, organizations, and communities in addressing local, national, and global health priorities. Together, faculty, staff, and students create a rich and vibrant working and learning environment where knowledge is created and shared. A passion for discovery permeates the educational process and advances the use of evidence as the basis for nursing practice. Accordingly, we are recognized for our scientific knowledge, critical thinking, interprofessional teamwork, and profound commitment to the health of individuals and communities.

Values

We embrace a culture that embodies the University's core values of respect and integrity, well-being and sustainability, equity and justice, and innovation and discovery.

THE IMPACT OF UMSON

2022

University of Maryland School of Nursing

2 LOCATIONS

University of Maryland, Baltimore
Universities at Shady Grove, Rockville, MD

28 CLINICAL SIMULATION LABORATORIES

400+ CLINICAL, PRACTICUM, AND PROJECT SITES

ENTRY-INTO-PRACTICE

Bachelor of Science in Nursing and Clinical Nurse Leader master's option

IN 2019 - 20

92% of BSN students and **82%** of CNL students completed their programs within four semesters

91% of BSN graduates and **89%** of CNL graduates were employed full time in nursing within one year of graduating

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722 DEGREES AND 18 CERTIFICATES

AWARDED in the **2020 - 21** academic year ▲

SCHOLARSHIPS

IN FALL 2021

60% OF STUDENTS RECEIVED FINANCIAL AID

2,750 AWARDS
(scholarships, Pell grants, loans, etc.)

$5,521 AVERAGE AID AWARDED

CONWAY SCHOLARS

AS OF SPRING 2022

$29.2M IN SUPPORT
from Bill and Joanne Conway

454 FULL SCHOLARSHIPS AWARDED

RANKINGS

U.S. News & World Report nationwide rankings (among public schools of nursing)

4th BSN
9th MSN
4th DNP

1st
DNP Adult-Gerontology Primary Care Nurse Practitioner
DNP Family Nurse Practitioner

2nd
DNP Pediatric Primary Care Nurse Practitioner
DNP Psychiatric Mental Health Nurse Practitioner
MSN Health Services Leadership and Management - *for online programs*

3rd
Adult-Gerontology Acute Care Nurse Practitioner/Adult-Gerontology Clinical Nurse Specialist

AND

25th overall
MSN Online Programs for Veterans

CONTRIBUTING TO THE CHANGING FACE OF NURSING

1889 | UMSON established

TODAY

2,119 STUDENTS

from **21** states + Washington, D.C.

and **22** (out of 24) Maryland counties

12% MALE students

52% BILPOC students
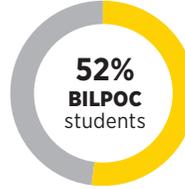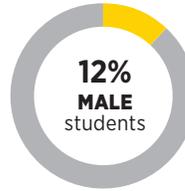
31 AVERAGE AGE

Degree	Count
PhD	37
DNP	634
MSN	549
BSN (BSN and RN-to-BSN)	883

+16 CERTIFICATES

FACULTY ▼
AS OF FALL 2021

168 FACULTY MEMBERS
151 full time and **17** part time

142 FACULTY MEMBERS HOLD DOCTORAL DEGREES
85% of the total faculty

24 CLINICAL INSTRUCTORS

700+ FACULTY ASSOCIATES AND CLINICAL PRECEPTORS
overseeing student clinical experiences

ALUMNI ▼
AS OF SPRING 2022

23,634
IN 50 STATES; WASHINGTON, D.C.; 4 U.S. TERRITORIES; AND 41 COUNTRIES

Alumni Who Have Earned Multiple Degrees from UMSON
2,183 have earned **2**
212 have earned **3**

FIRSTS ▼

1st in the state to offer:
➤ an online RN-to-BSN
➤ a Community/Public Health Nursing master's specialty
➤ a civilian Nurse Anesthesia DNP specialty

ONLY in the state to offer:
➤ a Clinical Nurse Leader master's option

1st in the nation to offer:
➤ a Nursing Informatics master's specialty
➤ an Institute for Educators that prepares nurses for faculty roles and provides ongoing professional development

DIVERSITY, EQUITY, AND INCLUSION ▼

In UniSON:
together we commit, together we act

UNIVERSITY *of* MARYLAND
School of Nursing

UMSON proudly embraces its anti-oppression statement, **IN UNISON: TOGETHER WE COMMIT, TOGETHER WE ACT,** to create an environment where all are welcomed and supported to be successful.

For the **4th** **CONSECUTIVE YEAR,** UMSON received a Health Professions Higher Education Excellence in Diversity Award in 2021 from *INSIGHT Into Diversity* magazine.

47% of UMSON's employees, including adjunct faculty, identify as BILPOC (as of fall 2021).

RESEARCH AND FUNDING ▼
IN 2020 - 21

$10.9 MILLION
TOTAL EXTRAMURAL FUNDING
$4.5M extramural research funding

4 ORGANIZED RESEARCH CENTERS

13th IN RECEIPT OF FUNDING
from the National Institutes of Health (among public schools of nursing)

Accreditation

The University of Maryland, Baltimore (UMB) is accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA 19104.

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate programs at UMSON are accredited by the Commission on Collegiate Nursing Education.

Curricular Framework

UMSON has a steering committee with several subgroups that has been tasked with updating the nursing curriculum to reflect the new American Association of Colleges of Nursing (AACN) *Essentials*, released in April 2021. The new *Essentials* focus on a competency-based approach. The previous curricular framework was created using the AACN *Essentials* released in 2011.

The Doctor of Nursing Practice curriculum is also written to reflect the National Task Force on Quality Nurse Practitioner Education (NTF) criteria, released in 2016. The steering committee will review the curriculum for any updates once the 2021 criteria are released.

Affiliation Agreements

UMSON is responsible for ensuring a fully executed affiliation agreement with all clinical facilities/clinical practices before students begin rotations there. This legal contract that defines the obligations of the School, students, faculty, preceptors, and health care organization is managed by UMSON's contract office under the supervision of Ann Mech, JD, MS, RN, director, legal affairs. Clinical faculty members are responsible for providing all information necessary to complete the contract prior to the beginning of each semester.

Malpractice Insurance

Students are covered by professional liability insurance in the amounts of $1 million per occurrence/$3 million aggregate in a policy year. The policy is claims-made with tail coverage and is purchased through the Maryland State Treasurer's Office.

Student Onboarding

Site Paperwork

The student placements team at UMSON is dedicated to clearing our students for their rotations per the onboarding requirements and processes at their assigned sites. Upon establishing a partnership or rotation agreement, a student placements team member will reach out to determine each site's preferred onboarding contact and required clearance forms and trainings. We create checklists outlining each required form, including instructions, so students know exactly how to complete each form fully and accurately, and the students must sign and submit the checklist with their packets. A student placements team members will submit the completed forms to the appropriate site representative to complete the clearance process. If a partner site prefers to work directly with the student for onboarding or uses an online clearance platform, we will collaborate with the site so the student has the necessary instructions to comply with your process.

Compliance

UMSON requires strict adherence to the School's compliance policies for background checks, drug screens, licensure/certifications, and immunizations. We use CastleBranch (CB) to maintain and track our students' compliance documentation as mandated by the Maryland Hospital Association. At any point, the student placements team can provide compliance documentation for student onboarding.

An outline of the School's requirements and the timeline/frequency for renewals is included below. These requirements were developed based on our clinical partners' needs.

Requirement	Timeframe/Renewal Frequency
Background Check	Completed upon enrollment at UMSON
Drug Screen (10-Panel Drug Test)	Completed upon enrollment at UMSON
CPR Certification (American Heart Association BLS Provider or American Red Cross BLS Provider)	Renewed every two years
Td or Tdap (Tetanus)	Renewed every 10 years
MMR (Measles, Mumps, Rubella)	One-time proof of vaccination
Varicella (Chicken Pox – 2-dose vaccine, history of disease not accepted)	One-time proof of vaccination
Hepatitis B (3-dose vaccine – doses 1 and 2 one month apart, dose 3 six months later)	One-time proof of vaccine
TB (Tuberculosis – 2-part skin test, if positive: clear chest X-ray and TB questionnaire required)	Renewed annually (if chest X-ray needed, every five years)
Flu Vaccine (Influenza)	Renewed annually before Sept. 25
COVID-19 Vaccine and Booster	One-time proof of vaccine (all doses) and booster
RN license (excluding entry-into-practice students)	Renewed every two years

Rotation Evaluations

Prior to the start of each semester, preceptors and site representatives should receive a copy of their student's course syllabus so they understand the objectives and expectations for the learning experience. UMSON uses STEPS tracking software for all experiential learning tracking, including the distribution and review of student evaluations. The number of evaluations required throughout the semester depends on the program of study and type of rotation, but evaluations are typically requested at the midpoint and end of the semester. Preceptors and site representatives will receive an email from an @exxat.com email address with a link to access each student evaluation. No login credentials or password are required.

We encourage as much feedback as you feel comfortable providing in the comment section of each evaluation so we can continue to improve our curriculum, teaching methods, and student preparedness for experiential learning rotations. At the end of each semester, students will also complete an evaluation of their clinical preceptor and site.

In addition, some programs require a mid-term site visit so that faculty may visually assess students' performance in the field. The faculty for these courses will reach out at the beginning of the semester to schedule the site visit during one of the students' shifts.

Doctor of Nursing Practice Program Overview

The Doctor of Nursing Practice (DNP) is a terminal degree and the highest practice degree in nursing. The DNP is designed to equip graduates with an education in evidence-based practice, quality improvement, and system leadership. Students who earn a DNP are qualified to assume roles in the advanced practice registered nurse (APRN) specialty they complete, preparing them to serve as nurse practitioners (NPs), nurse anesthetists, nurse midwives, community/public health nurse executives, informaticians, clinical nurse specialists, and more. Upon completion of the DNP program, graduates are eligible for national board certification in the specialty area they completed.

Depending on the state in which they practice, NPs often practice independently. According to the [Nurse Practitioner Association of Maryland](#), NPs are held to the same legal and ethical standards as physicians, focusing on health promotion and disease prevention in settings including hospitals, private practice, health departments, behavioral health and substance use, schools, and long-term care or rehabilitation facilities. While the scope of practice can also vary by state, the NP role encompasses:

- performing histories and physical exams
- diagnosing and treating medical conditions
- prescribing medication
- ordering and interpreting laboratory tests
- counseling individuals and their families
- providing health care maintenance such as immunizations and well-child care.

The DNP program offers a post-bachelor's option for nurses studying to become APRNs and a post-master's option for existing NPs interested in practice at the doctoral level or in adding a specialty area. Depending on students' program of study, they will complete a unique combination of experiential learning courses requiring clinical, practicum, and project rotations. The specialties offered are:

- Adult-Gerontology Acute Care Nurse Practitioner/Adult-Gerontology Clinical Nurse Specialist
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Nurse Anesthesia
- Pediatric Acute Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner - Family

DNP Clinicals

At UMSON we offer an accredited, comprehensive didactic curriculum taught by highly experienced faculty members in face-to-face lecture, small classroom, online, and simulation environments. For students truly to shape their knowledge and skills into a successful nursing career, however, they must be given an opportunity to transform theory into practice. Precepted clinical hours allow students to assess and diagnose patients under the guidance of accomplished nursing and medical professionals while incorporating components such as health care policy, communication skills, diverse patient/family needs, organizational structure, technology, and interprofessional collaboration.

BSN-to-DNP students must complete a minimum of 850 precepted clinical hours to meet graduation and licensure requirements. Clinical hours are completed across six Diagnosis and Management courses that progressively build upon the student's skill and autonomy in interacting with patients. Students begin their rotation in more of an observational capacity as they familiarize themselves with the site and patient population but should become more independent and engaged as they enhance their skills and knowledge and as they advance through each clinical course. Although direct patient care is often the main focus during a clinical rotation, we encourage our clinical partners also to involve students in activities such as case review meetings, interdisciplinary consults, note writing, and billing.

Clinical preceptors for the DNP program must hold an active license in the advanced practice area in which the student is enrolled. Preceptors must have a minimum of two years of experience under their license as well as six months of experience at their current practice location. When the student is on site, preceptors must be present at the facility at all times. Preceptors are legally responsible for all care provided to patients during the student rotation. All orders, prescriptions, and notes are approved and signed by the preceptor after verification of their accuracy.

DNP Practicum

The DNP practicum courses are designed to provide the DNP student with practical experience and may be focused on implementation and translation of evidence-based practice, health care policy, or leadership in complex health care organizations. The practicum experience should reflect the DNP essentials that the student identifies as appropriate for the practicum project at initiation of the experience.

NDNP 817 | Practice Leadership Within Complex Adaptive Health Care Systems
This DNP practicum is designed to provide the student with experience in applying the practice leadership principles that are presented in NDNP 814: Practice Leadership within Complex Health Care Systems. The focus of the course is to direct students in site-specific health care organizational assessment and identification of organizational goals, initiatives, stakeholders, and change agents. Using a quality improvement framework in a real-world setting, students will evaluate organizational dynamics as well as internal and external barriers and facilitators that influence the ability to innovate and effect evidence-based practice change. This leadership practicum supports the identification of a practice problem that may inform the DNP project courses.

Role of the Clinical Site Representative:
Collaborate with the student as they negotiate their contribution or objectives to support the work of the organization or unit during the semester. The outcome of this negotiation is a learning contract that guides the experience throughout the semester. The students' focus should be contributing to growth opportunities as a practice leader at the doctoral level. The site representative identifies opportunities to advance the student's leadership by working with a project group, team, or various stakeholders and provides the student with feedback and direction as the work progresses to facilitate both the success of the student and meeting the objectives of the charter. Unlike when precepting in a clinical practicum, the clinical site representative may, at their own discretion, allow the student to work independently within the criteria and expectations developed in the charter.

NDNP 890 | Practicum

This DNP practicum is designed to provide the student with practical experience as a DNP focused on implementation and translation of evidence-based practice, health care policy, or leadership in complex health care organizations.

Responsibilities of the Preceptor:
Serve as a resource for students to complete learning activities; facilitate contacts with appropriate departments, stakeholders, and leaders in the organization to answer questions and/or address requirements for practicum activities; direct students to policies and procedures related to the focus of the practicum project; and complete the student evaluation at end of the semester.

NDNP 808 | Information Systems and Technology for the Improvement and Transformation of Health Care

This practicum is designed to provide the DNP student with a guided experience that will guide them through the practice of deriving data, information, and knowledge from existing health care information systems that will be used to support and improve patient care. The student will apply what is learned in in the didactic portion of the course to evaluate available information technology and data sources within the health care setting, assess the efficacy of patient care technologies appropriate to specialized practice areas, provide leadership in evaluating factors associated with information system selection and design, and demonstrate the conceptual ability to develop a plan for data extraction from information systems and databases.

Role of the Site Preceptor:
Assist the student to identify additional informatics/technology-related learning experiences specific to the practicum site; serve as a resource for the student to complete learning activities as defined in the contract; facilitate contacts with appropriate departments, stakeholders and informatics leaders in the organization to answer questions and/or address requirements for practicum activities; and review and approve student timesheets related to activities completed at the practicum site.

DNP Projects

Overview: Students in the DNP program will complete a project over the course of four semesters. The project will involve identifying a specific practice problem or gap between the research evidence and the current practice. DNP projects are focused on improving quality of care or population health and can be part of a larger initiative. This may mean that the larger initiative is not implemented and evaluated in its entirety during the student's timeline. However, the project needs to be a separate, distinct project, including evaluation of the portion implemented by the student, for the student to meet academic requirements.

Timeline:
Students completing projects will begin in January of one year and end in April of the following year:

- Spring Semester 1 (January – May)
  - ✓ Identify a practice problem and appropriate stakeholders/partners at a clinical site to carry out the project.
  - ✓ Collect evidence to support the significance of the problem, describe best practices, and analyze and rate the strength of the research related to the interventions or best practices that will be implemented.

       ✓ Identify the framework to guide the project and develop an outline of an implementation plan.
- Summer Semester (June – July)
  - ✓ Finalize the implementation plan and present it to stakeholders.
  - ✓ Apply for any necessary stakeholder or Institutional Research Board (IRB) approval.
- Fall Semester (August – December)
  - ✓ Operationalize the implementation plan.
  - ✓ Evaluate the effectiveness of the implementation effort.
- Spring Semester 2 (January – April)
  - ✓ Review and share results and recommendations for next steps with stakeholders.

Benefits to the Site:
- The DNP students conducting the projects are registered nurses (either BSN or MSN prepared) who are completing a program that prepares them for leadership in health care settings.
- Students will contribute at least 90 hours to this project over the course of four semesters, addressing quality improvement needs identified by stakeholders from the site.
- Students will present their project to site stakeholders, including recommendations for next steps.

Commitment Needed from the Site:
- Identify the clinical site representative who will be available to review and provide support throughout the planning and review period (first spring semester) and provide feedback on the student's proposal for the project (summer semester), on implementation (fall semester), and on the final project report (second spring semester).
- Identify the key stakeholders who need to support the student's DNP project and secure agreement from these key stakeholders that they will support the student as needed, including participating in meetings.
- During the implementation phase, allow student access to necessary data, systems, etc. to complete the project (as appropriate per IRB approval and confidentiality requirements).
- Sign the clinical contract with UMSON for student placement.
- Be available to provide feedback to UMSON faculty advisor(s).

Master of Science in Nursing Program Overview

The Master of Science in Nursing (MSN) is an advanced degree in nursing designed to equip graduates with expertise in community/public health nursing (CPH), health services leadership and management (HSLM), and nursing informatics (NI).

Community/Public Health Nursing

Community/public health nurses solve real-world health problems by merging their clinical knowledge with community involvement and outreach efforts. With a strong focus on population health, social justice, and evidence-based programs, the CPH master's specialty prepares nurses to assume leadership roles in addressing large-scale health challenges that impact entire communities.

Health Services Leadership and Management

The HSLM master's specialty offers leading-edge courses, personalized mentorship, and individual placements in a practicum that supports career goals and takes nurses beyond their current place of employment to refine advanced nursing leadership and nursing administration skills. Placements are with leaders at hospitals and health care systems, universities and community colleges, national and state agencies, and more.

Nursing Informatics

The NI master's specialty provides opportunities to improve patient care and outcomes through the development, implementation, and evaluation of information technology. Increasing demand for the adoption of electronic information systems is creating a growing need for nursing informaticians in health care organizations and in businesses that develop and sell health care information technology.

Master's Practicum

Master's practicum courses combine real-world information with evidence-based strategies to master the skills necessary in the constantly changing health care system. Additionally, our practicum courses offer time with the leaders in the students' selected field to help round out the students' learning with on-the-job experience. The individualized master's practicum experiences lay the groundwork for students to collaborate successfully with health care and community stakeholders to address health care challenges through administrative and organizational acumen.

NURS 695 | Health Services Leadership and Management Practicum
This 135-hour practicum involves a precepted placement with an administrator/manager/educator aligned with student goals emphasizing and enhancing the knowledge and skills needed to function in such health services leadership and management roles while at the same time analyzing the roles and responsibilities of their preceptors. During the practicum, students complete an organizational project.

Overall, this 150-hour (135 practicum hours plus 15 hours of discussion/reflection) seminar and practicum is the concluding course of the HSLM specialty. The course provides students with an opportunity to synthesize and apply knowledge acquired in nursing core and leadership/management courses through seminar discussions and a practicum experience in a health care setting.

The seminar allows students to discuss and reflect on issues and trends in health care expenditure, interdisciplinary practice, strategic planning, quality, and patient safety along with organizational structures related to mission, vision, and values and compliance with accrediting agencies.

Responsibilities of the Preceptor:
The preceptor must have earned an advanced degree; an RN license is not required. Preceptors must have a minimum of two years of experience in an executive, management, or education role within the health care industry. The preceptor and student are required to meet prior to starting the practicum, and the student's schedule (135 hours on site) is developed by the preceptor and the student, based on the availability of both parties, at the initial meeting. Practicum hours are flexible and may vary.

NURS 762/753 | Community/Public Health Nursing Practicum

CPH practicum placements are required for students in two master's-level courses: NURS 762 and NURS 753 (described below). Students in these courses are working toward their MSN degree and are already licensed registered nurses.

NURS 762 | Practicum in Program Planning and Evaluation for Community/Public Health Nursing

This is a one-semester course taken in the spring semester (late January - mid-May). The course requires 135 hours at the practicum site, focused on program planning, implementation, and evaluation. The student's work is focused on meeting the site's interests and needs along with the course requirements. During the first two weeks, each student prepares a written plan for the practicum, including a description of the practicum site (mission, services, and programs), learning objectives, practicum activities, and practicum deliverables.

NURS 753 | Practicum in Leadership in Community/Public Health Nursing

This is a one-semester course taken in the fall semester (late August - December). It is the capstone course taken in the student's final semester, with 165 hours at the practicum site focused on leadership.

Students are expected to complete a specific project developed with site input. This project could be a new program, planning for change within the organization, evaluating an activity, analyzing a leadership or policy issue, evaluating health promotion/disease prevention outcomes, or participating in a community development project. Students are also expected to complete an analysis of organizational systems at the site. They have two other leadership assignments that may also be completed at the site: preparation of a grant proposal to secure funding for a program, and development of a social marketing/communication strategy.

NURS 738 | Practicum in Nursing Informatics

This is a one-semester course taken in the spring during the students' final semester; it includes 180 practicum hours.

The course provides students with practical experience in selected agencies/businesses with preceptors reinforcing and enhancing the skills needed by nurse informatics specialists to analyze, select, develop, implement, and evaluate information systems that impact nursing and health care. Precepted hours emphasize skills in project management, consultation, user interface, systems design, evaluation of system and role effectiveness, and application of research skills. During the practicum, students will work with informaticians who are functioning in the field of nursing/health informatics. Students will be assigned to health care agencies, health care information technology businesses, or health care consulting firms for the practicum.

Bachelor of Science in Nursing Program Overview

The entry-into-nursing Bachelor of Science in Nursing (BSN) is a rigorous and nationally top-ranked program that transforms students who are new to the field into top-tier nurses — professionals who can make an immediate and lasting impact in any health care setting. This program prepares students for nursing careers across a broad spectrum of acute, chronic, and community-based settings.

During the last semester of the nursing program, the focus is on applying and synthesizing knowledge and skills learned throughout the program. Students will integrate content from previous courses during interactive seminars and in their clinical rotations.

The didactic portion of this program focuses on the leadership roles and management functions of professional nurses in a contemporary health care environment. Systems theory is utilized as an organizing framework to examine management and leadership concepts and principles such as planning, organizational analysis, conflict management, quality improvement, safety, and professional practice standards. Additionally, students will utilize evidence-based research to examine clinical questions.

In the clinical portion of this program, students work with a clinical preceptor to develop a learning contract and measurable learning objectives specific to the clinical area and the students' needs. In this precepted experience, students will provide comprehensive nursing care to patients as appropriate. Each student is expected to assume primary care for a number of patients appropriate to the care setting by the end of the course.

Program Objectives

Upon completion of this course, the student will be able to:

1. integrate knowledge from the liberal arts and sciences to enrich nursing knowledge and practice
2. implement the nursing process to provide person-centered, holistic nursing care
3. advance equity in all health care settings using principles of social justice, advocacy, and collaboration, both intra- and interprofessionally
4. engage in scholarly inquiry to identify best evidence to deliver effective, innovative, and ethical nursing care
5. incorporate quality improvement principles to promote a culture of safety
6. coordinate care that anticipates and meets the needs of diverse populations, informed by an understanding of nursing practice, health policy, and social determinants of health
7. integrate information management and patient care technologies to provide equitable and safe care for individuals and communities
8. use self-reflection and feedback from others to promote personal well-being, leadership capacity, and lifelong professional development
9. develop a nursing identity guided by principles of ethics, legal responsibility, emotional intelligence, and social justice to ensure excellence in nursing practice
10. recognize and appreciate the unique aspects of being human within person-centered nursing practice with an emphasis on equity, cultural humility, and compassion.

First Semester	
NURS 317 **Fundamentals of Nursing Care in the Context of Older Adults**	This course introduces students to the concepts of contemporary professional nursing. The student is guided in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication, and therapeutic skills necessary to address the common needs and responses of older adults across the healthcare continuum.

Second Semester	
NURS 327 **Medical-Surgical Nursing in the Adult Population**	This course provides learning experiences that build upon fundamental concepts learned in the first-semester courses. Student will apply content and competencies included in this course to provide safe, effective, and patient-centered care to patients and families across the adult lifespan.
NURS 329 **Psychiatric Mental Health Nursing**	This course provides an essential understanding of psychiatric and mental health nursing principles through classroom instruction and clinical experiences in a variety of settings. Course content builds on the American Nurses Association's *Psychiatric-Mental Health: Scope and Standards of Practice* using an integrated biological, psychological, sociocultural, environmental, and spiritual approach to the care of persons with psychiatric disorders.
Third Semester	
NURS 411 **Infant, Child, and Adolescent Nursing**	This course examines the child at all stages of development, from infancy through adolescence, within the context of the family. Course content includes current trends in pediatric health, anticipatory guidance, and health promotion aimed at both supporting the child's developmental needs across childhood and addressing pathologies specific to children.
NURS 417 **Maternity, Newborn, and Women's Health Nursing**	This clinical course provides a foundation for the nursing care of women, newborns, and families through classroom, clinical, simulation, and seminar experiences. An evidence-based practice approach is used, and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of caring for the childbearing family and of women and families throughout the lifecycle.
Fourth Semester	
NURS 421 **Public Health: Population-Focused Nursing Care**	This course uses the Association of Public Health Nurses' public health nursing practice model that links nursing with the core public health functions and essential public health services using theory, analytic skills, and related clinical experiences. Ethical principles and social justice are core guiding concepts for public health nursing and are woven throughout the course.
NURS 429 **Leadership and Clinical Practicum**	This final course focuses on applying and synthesizing knowledge and skills learned throughout the nursing program. In the clinical portion of this course, students provide comprehensive nursing care to clients working one on one with a registered nurse preceptor. In collaboration with the faculty and preceptor, students develop learning contracts with measurable outcomes.

In spring 2021, the American Association of Colleges of Nursing published a revised *Essentials* that requires a shift to competency-based education (CBE) as well as a renewed focus on diversity, equity, and inclusion; systems in health care; and community and public health. UMSON has revised the BSN curriculum to meet the new *Essentials*; the curriculum will be implemented in fall 2022 beginning with first-semester courses.

Clinical Nurse Leader Overview

A Clinical Nurse Leader (CNL) is a master's-educated registered nurse who collaborates with health care providers from other disciplines to ensure the most effective and efficient care possible. This is an intensive master's option that is typically completed in two years of full-time study with flexible plans of study.

The CNL role was developed by AACN in 2003 to address the critical need to improve the quality of patient care outcomes. This exciting and rewarding career is the first new nursing role in nearly 40 years.

The didactic portion of this program focuses on the leadership roles and management functions of professional nurses in a contemporary health care environment. Systems theory is utilized as an organizing framework to examine management and leadership concepts and principles such as planning, organizational analysis, conflict management, quality improvement, safety, and professional practice standards. Additionally, students will utilize evidence-based research to examine clinical questions.

In the clinical portion of this program, students work with a clinical preceptor to develop a learning contract and measurable learning objectives specific to the clinical area and the students' needs. In this precepted experience, students will provide comprehensive nursing care to patients as appropriate. Each student is expected to assume primary care for a number of patients appropriate to the care setting by the end of the course.

Program Objectives

Upon completion of this course, the student will be able to:
1. assess the influence of current trends, technology, quality improvement, social justice, and environmental concerns within their specialty unit
2. evaluate the efficacy and utility of evidence-based care delivery approaches and outcomes at the microsystem level
3. use evidence to design and direct system improvements that address safety and quality and reduce risk for individual patients and cohorts
4. use a variety of data sets appropriate for the population to assess individual and population risks and care outcomes
5. design practice changes based on best available evidence to promote safe, timely, and patient-centered care with fiscally responsible outcomes
6. facilitate the lateral integration of evidence-based care across settings and among providers to promote quality, safe, and coordinated care
7. design, implement, and evaluate culturally competent, ethical, evidence-based, outcome-focused care for a specified patient group
8. coordinate and delegate care activities safely and effectively within the scope of practice
9. achieve individualized learning objectives relevant to the specific clinical emphasis area.

First Semester	
NURS 505 **Introduction to Professional Nursing Practice**	This course introduces students to the concepts of contemporary professional nursing. Students are guided in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication, and therapeutic skills necessary to address common needs and responses of persons experiencing various health states.

Second Semester	
NURS 514 **Adult Health Nursing**	This course provides didactic and clinical learning experiences that will enable CNL students to provide nursing care to patients across the adult lifespan who are experiencing a variety of complex, acute, and chronic health problems. The learning focus is on developing problem recognition and priority-setting skills as well as integrating best practice interventions into care of the adult health patient and their family. Course content includes application of pathophysiology and psychosocial concepts in a model of patient- and family-centered care. There is an emphasis on integration of CNL competencies, including risk management, microsystem patient outcome management, and supporting improved lateral integration of care.
Summer Semester	
NURS 509 **The Childbearing Family**	This course provides an understanding of prenatal, women, and family nursing principles through classroom and seminar experiences. Course content builds on the Association of Women's Health, Obstetric, and Neonatal Nurses' standards and guidelines and the American Association of Colleges of Nursing CNL role delineation. An evidence-based practice approach is used, and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of the childbearing experience. Course content includes patient-centered care and examination of the societal and technological issues that influence women and childbearing families. Students will apply theory into clinical practice through nursing care experiences with antepartal, intrapartal, and postpartum families in a variety of inpatient and outpatient settings.
NURS 517 **Nursing Care of Infants and Children: Family Perspective**	This course provides an understanding of how family-centered atraumatic care in the pediatric setting facilitates the health and well-being of infants, children, and adolescents. Course content builds on the American Nursing Association's *Standards of Maternal & Child Health Practice*, American Nursing Association's *Nursing Scope and Standards of Practice*, and the American Association of Colleges of Nursing CNL role delineation. The role of the pediatric nurse in the provision of therapeutic relationships, family advocacy, disease prevention/health promotion, anticipatory guidance, support/counseling, and health restoration is explored. The biological, psychological, social, cultural, and spiritual aspects of the child within the context of the family unit are examined. The strength and competence of the family are enhanced through emphasis on the development of mutuality and partnerships between the pediatric nurse and the parents. Current pediatric health issues related to wellness and illness are examined utilizing an evidence-based practice approach. Clinical experiences will afford the CNL student the opportunity to provide nursing care across the continuum of pediatric health care services meeting the physical and psychological needs of infants, children, and adolescents in primary, acute, critical, and chronic care settings. Opportunities are provided through a variety of clinical experience for the development and refinement of assessment skills, critical thinking, and problem-solving skills as well as nursing intervention strategies.

Third Semester	
NURS 508 **Community/Public Health Nursing**	This course provides the foundational principles of community and public health nursing using theory, analytics skills, and related clinical experiences. Global, federal, state, and local public health priorities and policy options are examined to illustrate the nursing process for the care of communities and population. The sciences providing the evidence base for community and public health assessment, intervention, and evaluation are integrated into the course. These include introductory epidemiology; community-based participatory research (including cultural awareness and competence), nursing, and social sciences and qualitative methods. Ethical principles and concepts of social justice are incorporated by analyzing the origins of health disparities, especially in cases of special (vulnerable) populations. The U.S. public health system is analyzed relative to the Alma-Ata Declaration, U.S. health goals, local emergency preparedness, populations' access to care, and cost. The historical, current, and future role of nurses who care for populations by empowering individuals, families, and communities is critically analyzed. Students apply evidence-based interventions in a variety of public and private clinical settings.
NURS 511 **Psychiatric Mental Health Nursing**	This course provides an understanding of psychiatric and mental health nursing principles through classroom and related clinical experiences in a variety of settings. Course content builds on the American Association of Colleges of Nursing CNL role delineation. Using an integrated biological, psychological, sociocultural, environmental, and spiritual approach, students will learn interventions for the care of individuals and groups with psychiatric disorders. Empirical, aesthetic, ethical, and personal ways of knowing are explored as a basis for understanding the holistic needs of persons with psychiatric disorders. Current research, theory, and biological foundations of psychiatric disorders are introduced. Evidence-based interventions, issues of professional and personal involvement in psychiatric mental health nursing, and legal and ethical implications of caring for persons with psychiatric disorders are discussed. The course requires the clinical application of communication, interpersonal, crisis intervention, cognitive behavioral, and motivational interviewing theory and skills. Students apply psychopharmacological principles, critical thinking, patient education skills, support, advocacy and caring in the clinical setting. The therapeutic use of self and the leadership role of the CNL are emphasized. The course provides opportunities for students to learn to function as beginning CNLs in the roles of professional, clinician, outcomes manager, advocate, educator, and lifelong learner.
Fourth Semester	
NURS 523 **Clinical Nurse Leader Emphasis Practicum**	This course is the capstone clinical practicum and seminar taken in the final semester of the CNL program of study to facilitate the transition from nursing student to CNL. Analysis and synthesis of information from all coursework is applied to the delivery of organized, safe, efficient, outcomes-oriented nursing care in a variety of clinical situations. The components of the course are clinical and leadership preceptorship, critical thinking, and career planning. The course

	provides the student with opportunities to apply knowledge from nursing courses (they may also apply previous knowledge from other spheres) and critical-thinking skills to clinical situations, patient care leadership, and case studies. The student works with a clinical preceptor to develop, implement, and evaluate objectives specific to clinical patient care and leadership in the emphasis area.