

Graduate Nursing Education Student Handbook



Fall 2019

SCHOOL OF NURSING

Hampton University
William Freeman Hall
Hampton, Virginia 23668

	Page
Purpose of School of Nursing Handbook.....	3
Accreditation Status.....	3
Hampton University Code of Conduct.....	4
Historical Overview of the School of Nursing.....	5
Department of Graduate Nursing Education Overview.....	8
Department of Graduate Nursing Education Terminal Objectives.....	9
Department of Graduate Nursing Education Theoretical Framework.....	10
Committee on Graduate Scholarship, Standards and Admission Interview Form	27
Department of Graduate Nursing Education Admission Requirements	29
Curriculum Master’s Program.....	32
Clinical Guidelines Masters Program.....	53
Preceptor Forms for Nurse Practitioner, Nurse Educator and Nurse Administrator	57
Curriculum PhD Program.....	88
Appendix.....	102

A – Student-Instructor Conference Sheet;

B – Application for Admission to Candidacy for Degree Completion;

C - Tentative Schedule for Graduation; **D** – Grievance Procedure;

E – Financial Information; **F** – Professional Ethics & ANA Code of Ethics;

G – Disability Services; **H** - Masters Essentials (Website);

I – Acknowledgement Receipt.

FOREWORD

Welcome, Graduate Students!

On behalf of the Graduate Council, faculty and research scientists, and staff, it is my pleasure to personally welcome you to the Graduate College at Hampton University. As we collectively focus our attention on character-building at all academic levels, including graduate education, Hampton University continues to excel in scientific and technological advancements, while retaining its emphasis on graduate scholarship and research efficacy.

We are pleased that you have chosen Hampton University as the institution for your advanced study. This Student Handbook, prepared by the Graduate College, outlines your responsibilities as a Hampton University graduate student. The Academic Catalog, the Official Student Handbook, and the Graduate College's website, <http://gradcoll.hamptonu.edu/>, are additional resources, containing important information about university policies and procedures.

In closing, please know that all Graduate Council members, faculty and staff, “stand ready” to respond to your questions and concerns throughout that your matriculation at our “Home by the Sea.”

Best Wishes,



Michelle Penn-Marshall

Vice President for Research and Associate Provost
Dean of the Graduate College

MESSAGE FROM THE DEAN

Future Nurses and Graduates of Hampton University School of Nursing

Welcome to the opening of what promises to be a challenging, and spectacular academic year! This time of year brings great anticipation about what is to come, and I am as excited as the faculty and staff about your return although remotely. You have chosen a career that is constantly evolving. The nurse of today is not one who donned a white uniform and cap some fifty plus years ago. The new millennium healthcare worker embraces change, thinks critically, behaves professionally and responds appropriately. Your matriculation through the School of Nursing will facilitate your separation from dependence upon your parents/guardians to one of independence and maturity.

To successfully evolve into a healthcare professional, you must embrace the notion that college is challenging and rigorous. Therefore, write your vision and make it plain “I AM A . . .” Surround yourself with positive people who embrace the same ideals. Focus on your studies, my mother always told me “Anything worth having, is worth working hard for.” Enjoy life and take care of yourself, take time out of each day to engage in an activity you enjoy. You owe that to yourself. Utilize your resources within the School of Nursing and around the university. Set aside a period of time each day to focus on every class; create a schedule and stick to it. Reward yourself when you do well, don’t beat yourself up when you fail. The mark of a person of good character is that you can rise after you have fallen.

Most importantly, you must believe that it can be accomplished! With hard work and dedication, you too can and will graduate and enter into the healthcare career of your choice. The COVID-19 pandemic has brought about rapid and evolving challenges and uncertainty for us all. This is your time to rise to the occasion and remember the mission, to become a dedicated professional striving to promote, protect and provide care for those in need. Be safe and stay safe!

Sincerely,

Shevellanie Lott

Shevellanie Lott
PhD, RN, CNE
Dean

PURPOSE OF SCHOOL OF NURSING HANDBOOK

The School of Nursing *Student Handbook* is prepared to assist nursing students with their student and professional socialization, an integral part of Hampton University, the School of Nursing, and the profession of nursing. The purpose of the established regulations and information included in the *Student Handbook* is to assist the undergraduate nursing student with professionalism and to assist the **graduate nursing student** with continued growth and self-actualization. Each nursing student is expected to read the *Student Handbook* thoroughly and to become knowledgeable about the codes and regulations included. The *Student Handbook* serves as the authority in governing the conduct and behavior of Hampton University nursing students. This handbook supplements the official student handbook, *Living, Learning, Leadership and Service at Hampton University*, as well as the current *Academic Catalog*. Each nursing student should refer to the *Student Handbook* frequently as well as the other official publications of Hampton University for guidance and clarification of policies and practices expected of Hamptonians. Members of the School of Nursing faculty, staff, and administration are prepared to assist you whenever necessary.

The handbook does not confer a contract and the university reserves the right to change any provision, offering, requirement, or fee at any time within the student's enrollment period. Further, the university reserves the right to require students to withdraw for cause at any time.

ACCREDITATION STATUS

The baccalaureate programs on Hampton University main campus and College of Virginia Beach has full approval by the Virginia State Board of Nursing.

The baccalaureate degree programs in nursing and the master's degree programs in nursing at Hampton University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

655 K Street NW, Suite 750

Washington, DC 20001

P: (202) 887-6791

F: (202) 887-8476

Website: <https://www.aacnnursing.org/CCNE-Accreditation>

HAMPTON UNIVERSITY CODE OF CONDUCT

Joining the Hampton Family is an honor and requires each individual to uphold the policies, regulations, and guidelines established for students, faculty, administration, professional and other employees, and the laws of the Commonwealth of Virginia. Each member is required to adhere to and conform to the instructions and guidance of the leadership of his/her respective area. Therefore, the following are expected of each member of the Hampton Family:

1. To respect himself or herself.

Each member of the Hampton Family will exhibit a high degree of maturity and self-respect and foster an appreciation for other cultures, one's own cultural background, as well as the cultural matrix from which Hampton University was born. It is only through these appreciations that the future of our university can be sustained indefinitely.

2. To respect the dignity, feelings, worth, and values of others.

Each member of the Hampton Family will respect one another and visitors as if they were guests in one's home. Therefore, to accost, cajole, or proselytize students, faculty or staff, parents or others, to engage in gender and sexual harassment, use vile, obscene or abusive language or exhibit lewd behavior, to possess weapons such as knives or firearms, or to be involved in the possession, use, distribution of and sale of illegal drugs is strictly prohibited and is in direct violation of the Hampton University Code, on or off campus.

3. To respect the rights and property of others and to discourage vandalism and theft.

Each member of the Hampton Family will refrain from illegal activity, both on and off campus, and will be subject to all applicable provisions listed in the Faculty Handbook, Personnel Policies Manual for Administrative/Professional and Nonexempt Employees, the Official Student Handbook, and the Hampton University Code.

4. To prohibit discrimination, while striving to learn from differences in people, ideas, and opinions.

Each member of the Hampton Family will support equal rights and opportunities for all regardless of age, sex, race, religion, disability, ethnic heritage, socio-economic status, political, social, or other affiliation or disaffiliation, or sexual preference.

5. To practice personal, professional, and academic integrity, and to discourage all forms of dishonesty, plagiarism, deceit, and disloyalty to the Code of Conduct.

Personal, professional, and academic integrity is paramount to the survival and potential of the Hampton Family. Therefore, individuals found in violation of Hampton University's policies against lying, cheating, plagiarism, or stealing are subject to disciplinary action, which could possibly include dismissal from the University.

6. To foster a personal professional work ethic within the Hampton University Family.

Each employee and student of the Hampton Family must strive for efficiency and job perfection. Each employee must exhibit a commitment to serve and job tasks must be executed in a humane and civil manner.

7. To foster an open, fair, and caring environment.

Each member of the Hampton Family is assured equal and fair treatment on the adjudication of all matters. In addition, it is understood that intellectual stimulation is nurtured through the sharing of ideas. Therefore, the University will maintain an open and caring environment.

8. To be fully responsible for upholding the Hampton University Code. Each member of the Hampton Family will embrace all tenets of the Code and is encouraged to report all code violators.

(Academic Catalog 2018-2020)

HISTORICAL OVERVIEW OF THE SCHOOL OF NURSING

HISTORICAL HIGHLIGHTS **HAMPTON UNIVERSITY** *School of Nursing*

This modified version of the history was compiled from the following: Fifty Years of Nursing Excellence: The Legacy Continues, 1944-1994; A Historical Overview of the Nursing Program at Hampton Institute by Patricia E. Sloan; History of the Department of Nursing written under the guidance of Director and Chair Fostine G. Riddick; and the Hampton University School of Nursing: Self-Study Report for Reaffirmation of Accreditation (2000) written under the guidance of Dean Pamela V. Hammond.

- 1891** The Kings Chapel Hospital for Colored and Indian Boys, Abbey Mae Infirmary, and the Hampton Training School for Nurses were started on the campus of Hampton Institute. Alice Bacon was instrumental in starting the Hampton Training School for Nurses. The school was commonly called Dixie Hospital, and its first graduate was Anna DeCosta Banks.
- 1931** *Nina Gage appointed director of the Hampton Training School for Nurses. Students earned a diploma from a three-year program from Hampton Institute.*
- 1934** *Ruth J. Hopper appointed director (1934-1936).*
- 1936** *Clara G. Lewis appointed director (1936-1939).*
- 1943** J. Henry Suttergood, chairman of the Board of Trustees of Hampton Institute, sought approval for a nursing program. Program and provisions were made in the 1943-44 budget. *Mary Elizabeth Lancaster (Carnegie) appointed acting director of the Division of Nurse Education.* She implemented the first continuous baccalaureate nursing program in the Commonwealth of Virginia.
- 1944** *Cecile E. Authier appointed director of the Division of Nurse Education.* Professional nursing courses were taught on affiliations, sometimes in distant cities: St. Philip School of Nursing in Richmond, Virginia; Brooklyn State Hospital in Brooklyn, New York; Union of the King's Daughter's; and the Visiting Nurse Service, Norfolk, Virginia. Due to limited clinical opportunities for African Americans, clinical affiliations in public health were expanded to Staten Island, New York; Washington, D.C.; and Bayonne and Hackensack, New Jersey.
- 1946** Island, New York; Washington, D.C.; and Bayonne and Hackensack, New Jersey.
- 1952** The nursing program received temporary accreditation from the National League for Nursing.
- 1953** *Helen M. Sellers appointed acting director of the Division of Nurse Education.*
- 1957** *Harriet E. Broward appointed director of the Division of Nursing.*
- 1963** *Fostine G. Riddick appointed director of the Hampton Institute Division of Nursing.*
- 1967** Undergraduate nursing program received full accreditation from the National League for Nursing.

William Freeman Hall was designed by the nursing faculty and completed.

- 1968** Registered Nurse Program received National League for Nursing accreditation.
- 1971** *Dr. Lois B. Sellers appointed director of the Division of Nursing. She was the first African American nurse to serve on the State Board of Nursing.*
- 1975** First continuing education nursing program established at Hampton Institute.
- 1976** Master's program initiated—the first ever at a Historically Black College or University (HBCU). Chi Eta Phi Sorority chartered a chapter on campus.
- 1977** Dr. Patricia E. Sloan established the M. Elizabeth Carnegie Nursing Archives, the first archives in the U.S. designated as a repository for memorabilia on minority nurses, especially African American nurses.
- 1978** The first annual national Conference on the Black Family held by the Nursing Department.
- 1979** Master's program accredited by the National League for Nursing.
- 1980** *Dr. Elnora D. Daniel appointed dean of the School of Nursing. Sigma Theta Tau, International Honor Society of Nursing Inc., National Honor Society, established a chapter on campus.*
- 1986** The Hampton University Interdisciplinary Nursing Center for Health and Wellness, which was later renamed the Nursing Center, was established.
Dr. Elnora D. Daniel, dean of the School of Nursing, became the second African American appointed to the Virginia State Board of Nursing and its first African American president.
- 1990** The School of Nursing receives its first NIMH research grant.
The Teagle LPN to BS initiative began.
- 1991** *Dr. Bertha L. Davis appointed dean of the School of Nursing.*
- 1996** *Dr. Arlene J. Montgomery appointed interim dean of the School of Nursing.*
- 1998** *Dr. Pamela V. Hammond appointed dean of the School of Nursing.*
- 1999** PhD program initiated—the first ever at a HBCU.
- 2001** The School of Nursing was reaccredited for 8 years by the National League for Nursing Accrediting Commission and for 10 years by the Commission on
- 2002** School of Nursing signed articulation agreement with Bermuda College.
Dr. Phyllis Henderson became the first student to graduate from the School of Nursing's doctoral program. First graduates of Women's Health Nurse Practitioner Program—Stephanie Stephens and Charlette King
- 2003** School celebrated the 25th Anniversary of the Conference on the Black Family.
The School of Nursing pioneered a new 3-year accelerated baccalaureate program at the Hampton University College of Virginia Beach.
- 2004** School celebrated the 60th Anniversary of Baccalaureate Education with a gala entitled "60 Years of Baccalaureate Education:
- 2005** The School of Nursing programs at the Hampton Institute campus and Virginia Beach campus receive approval for 8 years from the Virginia Board Nursing.
First students graduate from the College of Virginia Beach Nursing Program.

- 2009** *Dr. Arlene J. Montgomery appointed dean of the School of Nursing.*
- 2011** *Dr. Hilda M. Williamson appointed interim dean of the School of Nursing.*
Dr. Deborah E. Jones appointed dean of the School of Nursing.
- 2015** *Dr. Hilda M. Williamson appointed Interim Dean of the School of Nursing.*
Dr. Shevellanie E. Lott appointed dean of the School of Nursing. The baccalaureate program was re-accredited for 10 year by the Commission on Collegiate Nursing Education.
- 2016** *The baccalaureate program was re-accredited for 10 years by the Commission on Collegiate Nursing Education.*
School celebrated the 125th anniversary of nursing education at Hampton University and received full Board of Nursing approval for 10 years.
- 2017** *Implemented the Bachelors of Science in Health Science degree with two concentrations: Community Health Promotion and Policy Administration.*
- 2018** *The school celebrated the 75th Anniversary of the Bachelor of Science in Nursing program, which continues to be the oldest baccalaureate program in the Commonwealth of Virginia.2019*
The School of Nursing hosted the 41st Conference on the Black Family titled: Health of the Black Family: How to Add Years to your Life and Life to your years. The keynote speaker was Dr. L.D. Britt and the honored family was Mr. and Mrs. Charlie and Bethune Hill.
- 2019** *First graduates of the Bachelors in Health Sciences program in Community Health Promotion and Policy and Administration - Kierrah Friend, Kazhmira Foster, Brittany Johnson, Latasha Johnson, Nicole King, Cameron Meade, Chyanne Parkinson, Dasia Thompson and Aliyah Williams.*
The School of Nursing established the Gerontology Center of Excellence and a minor in Gerontology. Dr. Ethlyn Gibson was appointed director and Program Coordinator.

More than One Hundred Twenty Five Years of Nursing Education

VISION STATEMENT

To empower multicultural nurses to excel in evidence-based nursing practice and research to service the global community.

MISSION STATEMENT

Our mission is to maintain the highest quality of professional nursing education at all levels. We will continue to serve an increasingly diverse student population while becoming the premier producer of multicultural nurses with an advanced degree with a focus on family health within the global context.

SCHOOL OF NURSING GOALS

The Hampton University School of Nursing has the broad goal of improving health care and the overall quality of life locally and globally. It strives to reach this goal through the education of health care professionals, through provision of expertise and health care services, through research in promotion of wellness and family health. The School of Nursing has established the following unifying goals which are achieved through its programs and curricula to:

1. Provide opportunities for learners to obtain a Bachelor of Science, Master of Science, or doctoral degree.
2. Provide opportunities for applying nursing knowledge to human beings with diverse health care needs in a variety of settings.
3. Offer undergraduate and graduate nursing education programs which provide the theoretical and experiential bases for further study.
4. Promote an appreciation of the value of life-long learning through continuing education with a commitment to continual professional growth.
5. Offer opportunities for developing leadership, management and interprofessional collaboration in promoting improved nursing and health care.
6. Provide opportunities for utilizing evidenced based research and to advance nursing knowledge, practice and research.

ACCREDITATION STATUS

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The baccalaureate degree programs in nursing and the master's degree programs in nursing at Hampton University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

DEPARTMENT OF GRADUATE NURSING EDUCATION OVERVIEW

The School of Nursing offers a fully accredited graduate nursing program leading to the Master of Science (MS) degree and the Doctor of Philosophy (PhD) degree. The master's curriculum offers three specialty areas: Advanced Adult Nursing, Community Health Nursing, and Community Mental Health/Psychiatric Nursing. Three functional role development options are also offered: Administrator, Educator, and Nurse Practitioner in Family, Pediatric, and Women's Health. The educator role prepares students to teach in associate or baccalaureate degree nursing education programs. The administrator role focuses on preparing nurses to assume management positions in various service agency settings. The nurse practitioner roles are designed to develop practitioner skills in students in order to create professional nurses who will be able to function in accordance with jointly promulgated medical and nursing protocols as specified by state law. In addition, all graduates are proficient in evaluating community health needs as well as providing care to groups and individual clients. The Nurse Practitioner option require the completion of a minimum core of coursework, clinical specialty courses, intensive clinical experiences with a preceptor, and either a thesis or a comprehensive examination.

The curriculum is planned to allow for full or part-time study. Lecture courses are scheduled in the evenings allowing the student to remain in the workforce while continuing the educational process. Clinical practicum experiences are planned according to the schedule of the affiliating agency or institution. Core courses in nursing and related sciences are followed by courses in an area of clinical specialization and role development. Full-time students take research and cognate courses concurrently with the clinical and role development courses.

A systems approach enables the graduate student to plan care for the needs of groups within communities. Graduates of the Master of Science degree program have subsequently earned doctoral degrees and have assumed leadership positions in nursing service and education. Our graduates have served with distinction in collaborative roles as they developed new nursing delivery systems. The terminal objectives for the Master of Science degree program in nursing emphasize the synthesis of knowledge and the responsibility of graduates to participate in the conduct of research.

The Doctor of Philosophy degree program is designed to prepare nurse scholars and educators who will provide leadership in knowledge development through theory generating and theory testing research. Students enrolling in the PhD program are expected to possess significant intellectual ability and scientific integrity and to engage in research focused on the family. Students in this program take a core of required courses in theory and research followed by cognate courses that support a chosen area of research inquiry. A minimum of 48 credit hours of study beyond the master's level is required. All students must pass a qualifying examination prior to admission to candidacy, must pass a comprehensive examination, and must also complete and defend a dissertation that presents original family or family-related research prior to being awarded a degree.

DEPARTMENT OF GRADUATE NURSING EDUCATION PURPOSE

The purposes of the graduate program in nursing are as follows:

1. To prepare graduate nurses as advanced practice nurses for specialized areas of advanced nursing practice in community health nursing, community mental health/psychiatric nursing advanced adult nursing, or family, pediatrics, and women's health nursing.
2. To provide advanced preparation for competence in a functional role of administrator, educator, or nurse practitioner.
3. To prepare advanced practice nurses for leadership roles in current and emerging health care systems.
4. To prepare graduates who will identify with the profession in articulating and implementing a philosophy of advanced nursing practice.
5. To provide a founding for doctoral study.

MASTER'S PROGRAM OUTCOMES

In keeping with the mission of the University, the goals and philosophy of the School of Nursing, and the master's elaboration of the School of Nursing Philosophy and purposes of master's nursing program, the curriculum is planned to enable students to develop the necessary competencies for giving professional nursing care. Upon completion of the master's program, the graduate will be able to do the following:

Evolving from the purposes, ten terminal objectives are specified. The Master's Degree Program in nursing enables the learner to:

1. Test theories derived from nursing, the sciences, the arts, and the humanities for improving advanced nursing practice and role development.
2. Use the graduate nursing process in a specialized area of clinical nursing practice that incorporates the three (3) levels of prevention, advanced nursing knowledge, and theory for the purpose of quality health care.
3. Maintain collegial relationships with peers in own and other disciplines for the purpose of improving the practice and delivery of health care.
4. Collaborate with members of the health professions and other citizens in promoting community and national efforts to influence health care policy and to meet the health needs of Human Beings.
5. Implement nursing's evolving leadership roles in various settings by continuously evaluating a broad range of change, leadership, teaching and management strategies for improving nursing practice and health care systems.
6. Practice nursing in a multicultural environment based on an articulated philosophy that reflects a personal value system, the value system of the profession, and respect for the value system of the client.

7. Implement the role of a beginning administrator, educator or nurse practitioner, utilizing appropriate theoretical bases.
8. Participate in or conduct research directed towards refining and extending nursing science.
9. Assume accountability for self and responsibility for others in the delivery of quality health care.
10. Acquire increased self-awareness as a base for promoting interpersonal relationships that facilitate lifelong personal and professional growth.

Master's Elaboration of the School of Nursing's Philosophy

Introduction

The Department of Graduate Nursing Education Master's Program is an integral unit of the School of Nursing, Hampton University, which offers the Master of Science degree through the Graduate College and reflects the university's goals and ideals of excellence in the living and the teaching-learning process. The graduate program in nursing is designed to meet the needs of academically talented learners who wish to pursue their education beyond the undergraduate level and to provide a foundation for doctoral study. The program also provides for individuals who, in accordance with Hampton University's unique mission, have the potential to successfully pursue graduate educational opportunities. The graduate program's elaboration of the philosophy is consistent with and extends the School of Nursing philosophy. The elaboration of the School of Nursing Philosophy specific to the master's degree program in nursing organizes the major concepts of Human Being, Environment, Health, Advanced Nursing Practice Roles and Teaching-Learning process, and the roles appropriate to the nurse prepared at the master's degree level.

Beliefs about graduate education

The faculty believes that the knowledge base for graduate education should be derived from the arts, humanities, and sciences. The faculty further believes that graduate experiences in those disciplines enhance the learners' education and fosters an interdisciplinary approach to health care. Within the University milieu, graduate education prepares the learner to be knowledgeable regarding research, and capable of using research in the practice of a discipline, and participate in the conduct of studies that discover solutions to societal problems. In concert with the Hampton University purposes, graduate education at the masters level provides the skills and knowledge needed for Advanced Practice Nursing and preparation for doctoral education. Illustrated in Figure 2, are the interrelationships among the School of Nursing goals and philosophy, and the master's program elaboration of the School's philosophy, and the purposes, program outcomes, conceptual framework and curriculum. The master's elaboration of the School of Nursing Philosophy is actualized through the purposes and objectives into appropriate instructional methods and learning experiences of the curriculum of the Master of Science in nursing program. The instructional methods and identified learning experiences are selected to reinforce the appropriate performance levels for graduate education as identified by the faculty. The concepts inherent in the School of Nursing Philosophy are transmitted throughout the graduate nursing curriculum, logically organized, and consistently reflect the faculty's beliefs.

Beliefs about education in nursing and advanced practice nursing

The faculty of the graduate programs in nursing believes that graduate nursing education builds on the generalist base of the baccalaureate nursing education program. The faculty also believes that graduate nursing education should provide opportunities for students to develop expertise in a specialized area of clinical nursing practice. The specialized areas of clinical practice at Hampton University are Advanced Adult Nursing, Community Health Nursing, Community Mental Health/ Psychiatric Nursing and Family Nursing (Family, Pediatric, and Women's Health Nurse Practitioner). Advanced Practice Nurses (APNs) are prepared to assume leadership roles as administrators, educators, and nurse practitioners in the discipline of nursing. The nurse with a master's degree, functioning in advanced nursing practice roles, will assist Human Beings at various points on the wellness-illness continuum to achieve and maintain an optimum state of health using all levels of prevention within a systems context. The master's prepared advanced practice nurse will contribute to the development of new and unique delivery systems for effective health care regardless of the setting.

The faculty of the graduate program believes that graduate education in nursing will improve nursing care by testing and advancing scientific knowledge, thereby expanding nursing science. The Advanced Practice Nurse must also use a personal and a professional value system with integrity in applying theories and research from nursing and other disciplines.

The faculty believes that core, specialty, and scientific content build upon each other and serve as channels through which nursing leadership, teaching, evidence-based practice and management can be enhanced. The faculty further believes that these are dynamic processes that facilitate individual and group goal achievement. The faculty also believes that nurse leaders should have mastered a specialized body of knowledge and skills that permit them to facilitate goal achievement through the ethical and creative use of conflict, power and change. The nurse leader must be accountable, innovative, and assertive in fostering effective, interdisciplinary collaborative relationships among colleagues and in serving as a client advocate empowering diverse populations. The curriculum design reflects the concepts in the AACN Essentials of Masters Educations guidelines and uses the National Organization of Nurse Practitioner Faculty (NONPF) core competencies is the design and development of individual courses, course content and skills development for graduate students. The objectives and purposes of the Master's degree nursing program distinguish graduate from undergraduate nursing education at Hampton University. The outcomes for the master's program are stated in observable terminal behaviors which, taken as a whole, clearly describe the graduate level expectations of the nursing program for its Master of Science degree graduates. Selected learning strategies and care competencies based on the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculty.

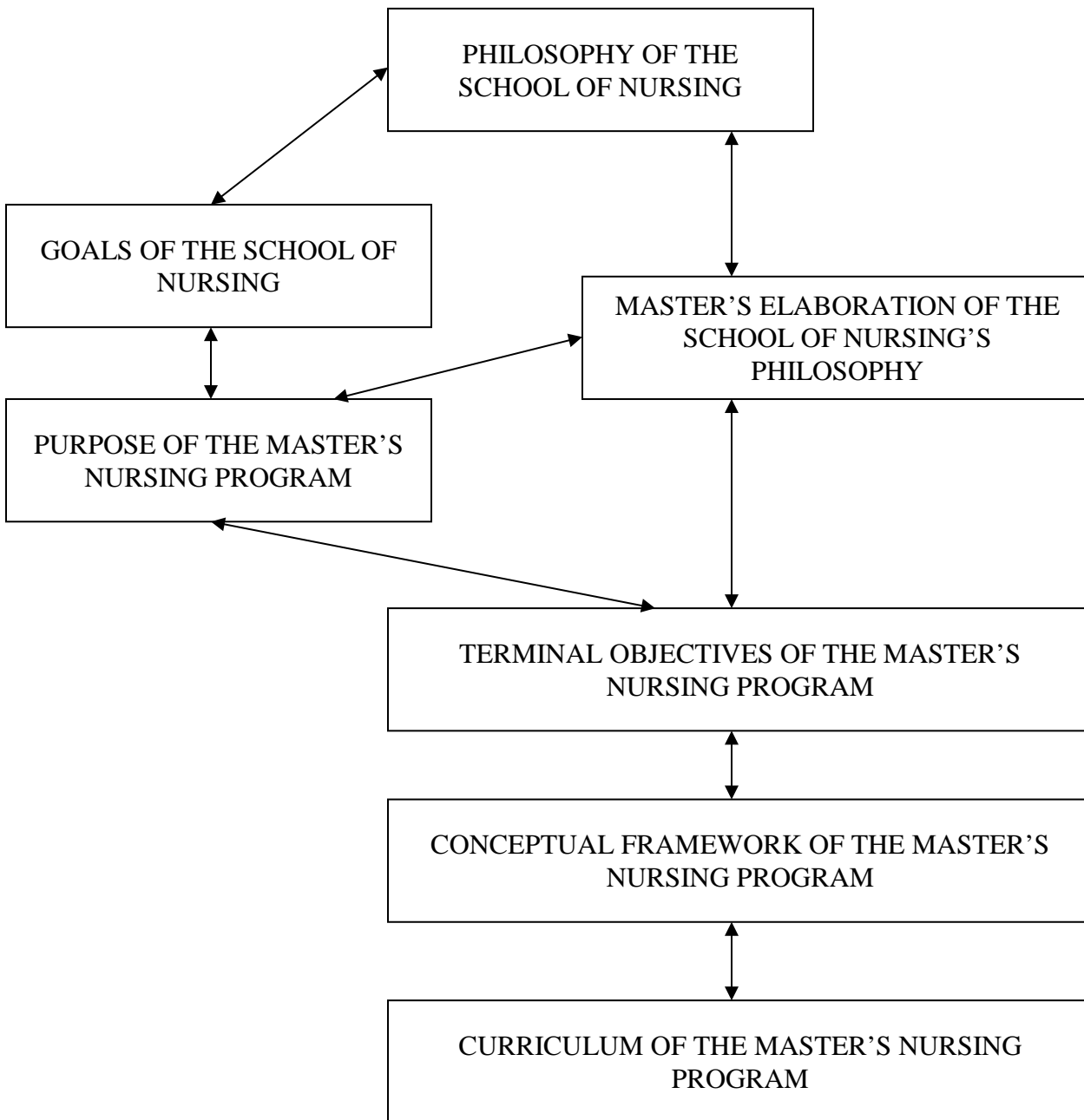
Beliefs about the conceptual framework

We believe that a conceptual framework developed to prepare Advanced Practice Nurses should include the elements of assumptions, participants in health care, framework, and goal of action, intervention, and process. We believe the conceptual framework of the graduate programs in nursing organizes the major concepts of Human Beings, Environment, Health, Advanced Nursing Practice Roles and Teaching-Learning within the three (3) levels of curriculum. The three (3) levels focus respectively on individuals, families, groups, organizations, global communities, and incorporate each level of intervention to levels of prevention. We believe that the conceptual framework incorporates the graduate nursing process as the scientific approach to using Teaching-Learning and Advanced Nursing Practice Roles to meet the health needs of Human Beings.

Beliefs about the teaching-learning process

The Faculty believes that teaching-learning is a varied multidimensional process involving dynamic behavioral changes in cognitive, psychomotor and affective realms. We believe that critical thinking and synthesis of knowledge are inherent in scholarly pursuits for successful graduate education. Further, we believe that strategies utilized should reflect the differing philosophies and teaching-learning styles of faculty members as well as those of learners. The faculty believes that although the teaching-learning process requires mutual commitment and investment by participants for maximum effectiveness, the major responsibility resides with the learner.

Figure 1 Interrelationships Among the School of Nursing Goals and Philosophy, the Master's Program Elaboration of the School's Philosophy, and the Purposes, Program Outcomes, Conceptual Framework and curriculum of the Master of Science Degree Nursing Program.



Graduate program in nursing curriculum conceptual framework

The conceptual framework for the graduate curriculum at Hampton University's School of Nursing reflects the faculty's interaction among themselves, with students in the School of Nursing, the University, the community and the nursing profession. The conceptual framework builds on the philosophy of the School of Nursing and the Baccalaureate nursing program's philosophic elaboration and flows from the graduate nursing program's elaboration of the School's philosophy. The conceptual framework encompasses six elements that provide its organizing structure: assumptions, participant in health services, framework, and goal of action, intervention, and process. It is also composed of the five major concepts: Human Being, Environment, Health, Advanced Nursing Practice Roles and Teaching-Learning. The sub-concepts for the major concept Human Being are adaptive modes (biological, psychological, social, cultural, political, and spiritual), individuals, families, group, organizations, communities, and nations. The major concept Environment is conceptualized as having two (2) aspects as related to the Human Being: internal and external. The major concept Health is further divided into the following sub-concepts: the wellness-illness continuum and exponents of health (intrapersonal, interpersonal; and extrapersonal). Advanced Practice Nurse (administrator, educator, nurse practitioner), graduate nursing process, (exponents of health, regulatory processes), change agent, collaborator, researcher, learner, and client advocate are sub-concepts of the major concept Advanced Nursing Practice Roles. The major concept Teaching-Learning has as its sub-concepts the cognitive, psychomotor, and affective domains. The conceptual framework of the graduate program in nursing is predicated on the following assumptions:

1. Human Being is a biological, psychological, social, cultural, political, and spiritual being.
2. Human Being, individually or collectively, is a set of open systems, interacting with subsystems and suprasystems and functioning as a unified whole.
3. Environment is a complexity of open systems characterized by reciprocal relationships with its subsystems and suprasystems.
4. Health is revealed through the exponents of health and is viewed on a wellness-illness continuum that is an inherent dimension of the Human Being's life.
5. Adaptation is essential for the Human Being's effective response to Environment.
6. Human Being is conceptualized as having six (6) modes of adaptation within three (3) exponents of health: intrapersonal, interpersonal and extrapersonal spheres.
7. Advanced nursing practice is a dynamic, educative, and therapeutic process that has as its ultimate goal the diagnosing and managing of human responses to actual or potential health care needs.
8. Nursing intervention is implemented in a variety of settings to facilitate the Human Being's adaptation to wellness and illness states at three (3) levels of prevention: primary, secondary and tertiary. A systems approach to the nursing process is used in conjunction with the regulatory processes during the implementation phase of the nursing process. These regulatory processes are administration, confrontation, modification, negotiation, and ministrations.
9. Change in learner behavior is affected by the social nature of the Human Being and by learning maturity, values, and uniqueness of perception.
10. Change in learner behavior is affected by the social nature of the Human Being and by learning maturity, values, and uniqueness of perception.

HUMAN BEING (PARTICIPANT IN HEALTH CARE) CONCEPT

The Human Being, individually or collectively, is a complex biological, psychological, social, and cultural, political, and spiritual being conceptualized as a set of open systems functioning as an indivisible whole. The Human Being as an individual, family, group, community, or nation participates in health care as a client system. However, for the purpose of analysis, these components are theoretically and artificially separated into discrete parts. Hence, methods of analysis of the Human being, individually and collectively, must be based on the biological, psychological and social sciences, and the humanities.

There are dynamic interactions between the Human Being and the Environment. These interactions are aimed at maintaining a steady state, using the adaptive modes (biological, psychological, social, cultural, political and spiritual). The Human Being individually or collectively maintains a steady state through the interaction of regulatory feedback mechanisms, operating between the internal and external Environment. The ability of the Human Being to maintain a steady state is affected by nature, number and duration of the environment forces and the Human Being's previous responses to comparable forces. The Human Being's state of health is a reflection of the constant drive to maintain a steady state in response to the interacting forces in the environment and is viewed on a wellness-illness continuum. The two (2) parameters of the continuum, wellness and illness, represent the Human Being's level of functioning. When the Human Being is capable of using adaptive modes to the optimal level, the Human Being's state of health can be described as being on the wellness end of the continuum. Effective and efficient functioning typifies this end of the continuum and indicates adaptation to interferences and the ability to maintain a steady state. When the Human Being is incapable of using adaptive modes to the optimal level, Human Being's state of health can be described as being on the illness end of the continuum. Ineffective and inefficient functioning typifies this end of the continuum and indicates maladaptation to interferences and inability to maintain a steady state.

The conceptualization of Human Being as a client offers many opportunities for complex nursing intervention within a wellness-illness health continuum. It encompasses the following theoretical formulations: communication, development, change, group, teaching-learning, and systems, biological, political, psychological, social, cultural, and spiritual theories. The complexity of changes and interaction that occur between the Human Being and the Environment requires the application of multiple theories, concepts, and principles in advanced nursing practice.

ENVIRONMENT (FRAMEWORK)

Environment is the second major concept of the conceptual framework and it is understood as the world within and around the Human Being (internal and external). Environment includes all conditions, circumstances, and influences that exist within, surround, and affect development and behavior of the Human Being. Human Beings are never isolated from their Environments. They exist in them and continuously adapt to them using the six (6) adaptive modes. These conditions and circumstances influence the development and behavior of the Human Being. They are manifested as systems, for example, individual and family systems, and organizations, political and legal systems. The Advanced Practice Nurse uses the nursing process within the system context to promote adaptation to internal and external environment influences. This conceptualization of Environment is predicated on such theoretical formulations as systems, communication, epidemiological, family, role, change, organization, group, cultural, ethical, legal, political, social, economic, aesthetic, and ecological theories.

HEALTH (GOAL OF ACTION)

Health, a dynamic phenomenon viewed on a wellness-illness continuum, represents a unified system with influences emanating from the internal and external environments of the Human Being, both individually and collectively. The Human Being adapts continuously in a unique manner to a multiplicity of interacting forces. The outcomes of the Human Being's adaptation to these factors are manifested by intrapersonal, interpersonal exponents that provide data related to the health status of the Human Being.

The exponents of Health are the revealing states of the Human Being, and are manifested in the context of the individual, family, group, organization, and the global community. They can be assessed either directly or indirectly. The intrapersonal exponent results from forces within the Human Being, related to the Human Being's unique adaptive modes involving the biological, psychological, social, cultural, political, and spiritual systems. The interpersonal exponent results

from influences occurring between individual Human Beings that relate to unique relationships based on the Human Beings adaptive modes. The extrapersonal exponent's results from forces outside of the Human Beings which are related to the Human Beings adaptive modes.

The intrapersonal exponent of Health is exemplified in the internal environment of each Human Being through the six (6) modes of adaptation. For example, if the Human Being is exposed to a virulent strain of microorganism, the intrapersonal exponent of Health exemplified would be influenced by age, immunologic status (biological); economic status (social); health beliefs, practices, and values (cultural); perception of the effects of the infectious agent (psychological); legislative Controls related to access to health care, immunization, isolation, and quarantine (political); and faith and beliefs (spiritual)

The interpersonal exponent of Health, exemplified by the external Environment of the Human Being, represents the outcomes of forces occurring between individual Human Beings and is related to unique relationships based on the Human Being's adaptive modes. For example in mother-child role relationships, and development of the child and mother (biological); the mother's feelings about her role (psychological); local child rearing practices (social and cultural); the mother's position in the community in which she lives (political); and the mother's and child's faith/beliefs (spiritual).

The extrapersonal exponent of Health exemplified by Human Being results from suprasystems forces outside of the Human Being and related to the Human Being's unique adaptive modes. For example, unemployment, a force occurring outside of the Human Being, is influenced by age (biological); ability to perform a job (biological and psychological); past employment experiences (psychological); peer group acceptability (social and cultural); and the economics status of a nation (political).

Behavior characterized as wellness is demonstrated by the Human Being's effective response to change in internal and external Environment while maintaining a steady state. Failure to respond effectively to subsystems and suprasystems places the Human Being on the illness end of the continuum. Within the continuum, the focus should be on the utilization of the maximum potential of which individuals and groups are capable. The conceptualization of Health reflects the interrelated systems of the Human Being and, when incorporated into the value system of the Advanced Practice Nurse, promotes a nursing practice that is health-oriented.

The primary focus of the Health concept of the conceptual framework is levels of prevention. The focus entails a variety of activities essential for the promotion of health in any setting. These activities can be grouped under the three (3) levels of prevention: primary, secondary, and tertiary. Primary prevention includes health promotion and specific protection measures. Secondary prevention involves activities aimed at early diagnosis, and prompt, effective treatment. Tertiary prevention is viewed as assisting the individual, family, group, community, and/or organization to function at its greatest potential through disability limitation and rehabilitation. When applying these three (3) levels of prevention, a holistic approach is utilized to promote the health of the Human Being. The theoretical base for the Health concept includes crisis, change, systems, epidemiological, psychological, social, cultural, communication, family and group theories.

ADVANCED NURSING PRACTICE ROLES (INTERVENTION)

Advanced Nursing Practice is conceptualized as a dynamic, educative, and therapeutic process that involves diagnosing and managing of human responses to actual or potential health care needs of Human Beings. It includes administrative/management, change, communication, crisis, curriculum, epidemiologic, group, leadership, teaching-learning, nursing, political, psychological, role, social, cultural, systems, organization, research, human care/caring and ethical theories. Advanced Practice Nurses contribute to the advancement of health utilizing the graduate nursing process as they implement the roles of beginning administrator, educator, or nurse practitioner.

The goal of Advanced Nursing Practice roles is to assist the Human Being to achieve the highest level of wellness of which the Human Being is capable through interventions within three (3) levels of prevention within a systems framework. The nurse initiates a multidimensional approach to the graduate nursing process by first defining the client system, identifying problems perceived by the Human Being and those perceived by the nurse, and then assessing the interrelationship among the adaptive modes of the Human Being to serve as a basis for the identification of actual/ and potential problems.

The nursing process is used on a sophisticated level by the Advanced Practice Nurse with increasing accountability for self and responsibility for others to support the Human Being in attaining and maintaining a steady state of optimum intrapersonal, interpersonal and extrapersonal Health. This involves the interaction of interrelated phases of assisting the client in a collaborative, relationship within a caring context. Contract negotiation is a critical continuous process in all phases of the graduate nursing process.

Systems entry may occur at any time during the process of systems assessment with the consent of the client system for the purpose of intervention. The exponents of health may be regulated in various ways by the Advanced Practice Nurse. The regulatory processes identified for use by the Advanced Practice Nurse include confrontation, negotiation, modification, administration and ministrations. The regulation of the exponents of Health by means of the selected regulatory processes constitutes the intervention phase of the graduate nursing process. The nursing intervention phase of the graduate nursing process occurs at all levels of prevention.

Intervention at the primary level of prevention is utilized by the Advanced Practice Nurse prior to the interruption of the steady state to strengthen the client's adaptive powers. Nursing intervention or treatment is implemented by the Advanced Practice Nurse to assist the client to adapt at the optimal level of functioning at the secondary level of prevention. Following the occurrence of system dysfunction, treatment is instituted using the client's internal and external resources to achieve a steady state. The Advanced Practice Nurse intervenes at the external resources to achieve a steady state. The Advanced Practice Nurse intervenes at the tertiary level of prevention when some degree of stability has occurred within the client system. Tertiary prevention encompasses disability limitation and rehabilitation of the client. Assisting the client to adapt to an optimal level in spite of residual disabilities and chronic impairments is the focus of rehabilitative efforts of the Advanced Practice Nurse.

The intrapersonal, interpersonal, and extrapersonal exponents of Health, which exemplify or reveal the Human Being's health status, can be viewed as having measurable levels. These levels are conceptualized as existing on a continuum of excesses, norms, and deficits. Assessment of the exponents of Health exhibited by the Human Being precedes the design and implementation of nursing interventions.

There are identifiable variables that predispose the Human Being to respond or act in a specified manner. These variables can be viewed on a continuum or change ability or can be viewed at a specific point in time. It is essential that these variables be assessed and understood prior to any attempt to regulate the exponents of Health. Some predisposing variables do not lend themselves to nursing intervention. For instance, the chronological age and sex of the Human Being (individually) are relatively immutable in comparison with the Human Being's behavioral style.

Systems exit is viewed as a collaborative process that occurs concurrently with systems evaluation. The Advanced Practice Nurse accomplishes this through implementing the role of the nurse as learner and leader while fulfilling the role of beginning administrator, educator, or nurse practitioner. These roles are practiced at varied levels of interaction: the one-to-one level; the one-to-one group with a common problem; and the one-to-one group with complex problems. The

practice of these roles requires critical thinking, effective decision-making and skills of a change agent.

TEACHING-LEARNING (PROCESS)

Teaching-learning is conceptualized as a highly individualized, complex, reciprocal process involving goal-directed, purposeful and meaningful activity which is manifested inferentially by change ranging from the least to the most complex in the three (3) domains of learning: cognitive, psychomotor, and affective. This conceptualization is the guiding force utilized by the Advanced Practice Nurse in pursuit of personal and educational goals. In addition, this concept is utilized extensively by the Advanced Practice Nurse while implementing the graduate nursing process with clients in a variety of health care settings as well as in role development areas as an administrator, an educator, or a nurse practitioner. The major theoretical formulation underlying this concept is teaching-learning theories.

Faculty review and update individual courses every two years for content relevance, competencies addressed and student learning outcomes. Course outlines are reviewed and information added where needed based on evidence-based practices and changes in healthcare management. Course textbooks are reviewed for relevance to course content and new and emerging changes in client care management. Changes in the curriculum originate with the graduate faculty. Suggested changes are decided at faculty meetings, and then brought to the Administrative Team for approval before a faculty vote is sought at the school of nursing faculty meeting.

The curriculum is organized into three (3) levels, including core, specialty and functional role content, which are synergistically related. The graduate nursing process constitutes one of the horizontal strands within the curriculum and is an essential component that operationalized related theoretical formulations for each major concept as well as the vertical strands at each curriculum level. The other major horizontal strands are leadership process, change process, research process, communication process, teaching-learning process, and group process. Major vertical strands within the curriculum include client, Advanced Nursing Practice-Roles, levels of prevention and systems. The theoretical formulations that underpin the curriculum include change, social, cultural, group, communication, systems and teaching-learning theories. These theories are used by the faculty in developing the curriculum to promote leadership while functioning as an administrator, an educator, or a nurse practitioner.

The philosophy, purposes, terminal objectives, and conceptual framework constitute the bases from which the graduate curriculum emerges. These are the bases for logically organized Master's degree programs that provide in-depth nursing theory, advanced knowledge, and practice of nursing that is appropriate and relevant to a Masters' clinical specialty in Advanced Adult, Community Health, and Community Mental Health/Psychiatric, Family, Pediatrics and Women's Health Nursing and a role development area as an educator, administrator or nurse practitioner. Beliefs about major concepts and sub-concepts, articulated in the School of Nursing philosophy, and the graduate degree program elaboration of the philosophy, form the basis of an eclectic framework that reflects the thinking of a variety of theorists.

The logical organization of the graduate curriculum is addressed in terms of the philosophical bases, purposes, terminal objectives, and the organizing framework. Examples from the master's program are presented related to conceptual bases, curriculum design, and specific course within the curriculum. The graduate curriculum is constructed to provide learning experiences that reflect the following beliefs from the master's elaboration of the School's philosophy:

- The knowledge base for graduate education should be derived from the arts, humanities and sciences...
- Students admitted to the graduate program of the School of Nursing are heterogeneous individuals from diverse, multicultural backgrounds...

- The faculty of Master's degree program believes that graduate nursing education builds on the generalist base of the baccalaureate nursing education program...
- The Advanced Practice Nurse must use personal and professional value systems with integrity in applying theories and research from nursing and other disciplines...
- The nurse leader must be accountable, innovative, and assertive in fostering effective, interdisciplinary collaborative relationships among colleagues and in serving as client advocate for diverse populations...
- The faculty believes that the graduate programs prepare analytical, creative, and evaluative, autonomous, decision-making professionals who have the potential to be leaders and influence health care policy within the evolving health care delivery systems as they continue their education throughout life.

• The conceptual framework provides guidelines for decision-making related to the identification, organization, and sequences of content throughout the nursing curriculum. The conceptual framework recognizes the influence of social and cultural diversity in meeting the health care needs of the Human Being as a biological, psychological, social, cultural, political, and spiritual being.

The conceptual framework of the graduate programs reflects faculty beliefs that:

- (1) The level of knowledge appropriate for graduate learners should require an approach which is conceptual.
- (2) A conceptual framework for nursing practice for the Advanced Practice Nurse should address the major philosophical components of the graduate nursing program,
- (3) Graduate education should focus on specialized areas of clinical practice together with an area of role development; this should provide the bases for learners to explore conceptual relationships through individual or group inquiry as part of advanced practice.

The conceptual framework is divided into six (6) elements: assumptions, participant, and framework, goal of action, intervention, and process. These elements provide the context within which the major concepts of Human Being (participant), Environment (framework), Health (goal of action), Advanced Nursing Practice Roles (intervention), and Teaching-learning (process) are subsumed and explicated. It provides the rationale for progressive knowledge and skills development throughout the program.

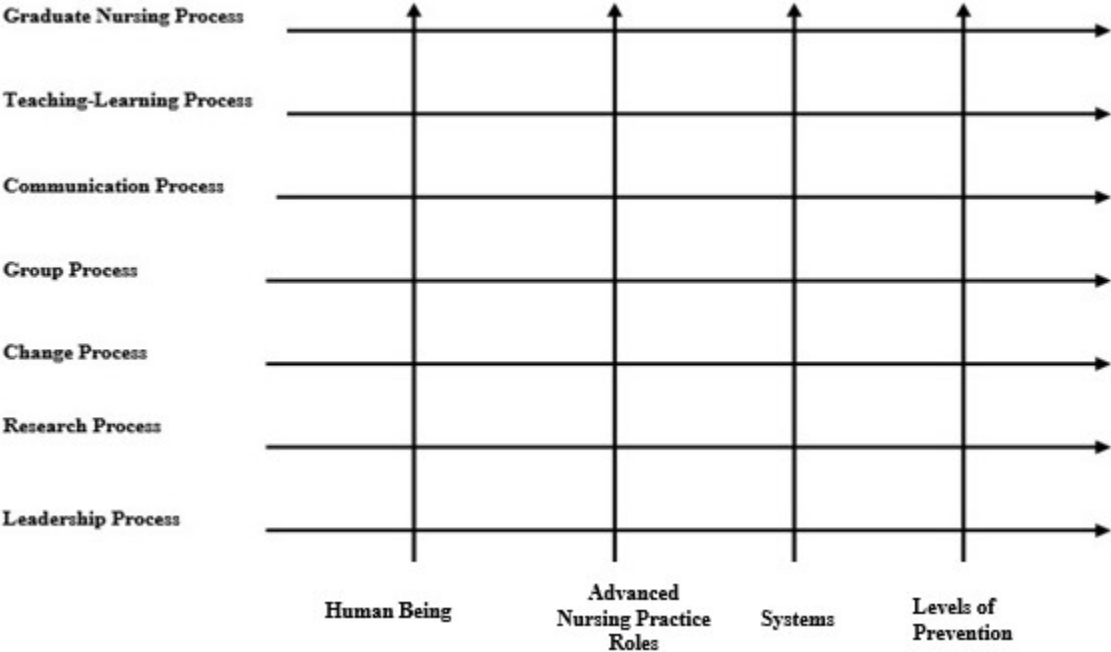
Horizontal and vertical strands are identified in Figure 4-D. The Human Being is emphasized as an individual on Level I; families, groups and organizations are emphasized on Level II; and complex organizations, communities, and nations are emphasized on Level III. Similar progression is seen for Advanced Nursing Practice Roles. Advanced Practice Nurse as a concept is explored with well individuals on Level I. Implementation of the Advanced Nursing Practice Role, a clinical specialty area which focuses on families with multiple problems and group leadership is initiated on Level II while students are learning role development content in administration, curriculum development, or practitioner skills. On Level III, Advanced Practice Nurse role synthesis is fostered to implement improved health of the community through clinical courses appropriate to role development area. Thus, informed leadership is assumed in various community activities.

The three curriculum levels of the master program incorporate client systems and levels of prevention. Level I focus on the individual client system and secondary prevention; and Level III focuses on the community client system and tertiary prevention. These Level emphases are reflected in Figure 4-E which presents curriculum levels, vertical strands, and horizontal strands.

The horizontal and vertical strands provide the means to include philosophical beliefs regarding Human Being, Environment, Health, Advanced Practice Nursing Roles, and Teaching-Learning as behaviorally stated progressive level objectives. The level competencies established by

the faculty for graduate nursing program represent expected behaviors related to the major curriculum concepts for each of the terminal objectives. The behavioral changes reflected in the level objectives are incremental and describe expectations of learners' achievements. The competencies help to sequence learning experiences and subsequently to assess learners' achievement in classroom and clinical settings. Figure 4-E shows the Interrelationship among Major Concepts from the Conceptual Framework with Emphasis by Levels in the Master of Science Degree School of Nursing Curriculum, Hampton University.

Figure 1. Horizontal and Vertical Strands of the Graduate Curriculum



The curriculum was designed as an outgrowth of the philosophy and conceptual framework to attain terminal objectives. It facilitates knowledge acquisition and abilities development pertinent to independent decision-making as an Advanced Practice Nurse who is expected to move nursing towards a goal of collaborative functioning with other professions. Such practice is also fundamental to the processes of research and theory testing which are preparatory for students who may wish to pursue doctoral-level education.

Students are taught how to use an evidence-based practice approach to address healthcare questions with an evaluative and qualitative approach. Evidence-base practice approaches allow the student to assess current and past research, clinical guidelines, and other information resources in order to identify relevant literature.

Figure 2 Interrelationship among Major Concepts from Conceptual Framework and Levels in the Masters of Science Curriculum

CURRICULUM LEVELS	Vertical Strands	HORIZONTAL STRANDS	Vertical Strands	Emphasis By Levels
III	Roles Practice Nursing Prevention of Advanced Levels	Teaching Learning Process Change Process	Client Systems	Tertiary Organization Global Communities Nations
II		Group Practice Communication Process		Secondary Families Groups Organizations
I		Leadership Process Research Process Graduate Nursing Process		Primary Individual

The evidence-based practice approach has been incorporated in the specialty courses and the graduate research course and examines five fundamental steps:

- Step 1: Formulating a well-built question.
- Step 2: Identifying articles and other evidence-based resources that answer the question.
- Step 3: Critically appraising the evidence to assess its validity to practice.
- Step 4: Applying the evidence in practice.
- Step 5: Re-evaluating the application of evidence and areas for improvement.

The evidence-based approach is used to develop course lectures, discussions, case studies and student presentations are utilized to present relevant information for practice and patient education. Instruction in the graduate research course also uses an evidence-based approach to developing thesis and group research projects.

The curriculum is designed to prepare students to sit for national certification in the role development area of nurse practitioner as designated by American Nurses Credentialing Center and the American Academy of Nurse Practitioner's. The criteria for certification requires that student have courses in advanced pharmacology, advanced pathophysiology and advanced physical assessment. The minimum number of clinical hours required for certification by both certifying bodies is 500. The graduate curriculum requires nurse practitioner students to have four credits hours of advanced physical assessment as well as three credit hours of advanced child health assessment for those in the pediatric nurse practitioner track. Students in the women's health and family nurse practitioner track take three credit hours of advanced pathophysiology while those in the pediatric nurse practitioner track take the pediatric pathophysiology course. All nurse practitioner students take the

three credit hour advanced pharmacology course. The pediatric nurse practitioner track requires the completion of 600 precepted clinical hours; the women's health nurse practitioner track requires the completion of 720 precepted clinical hours and the family nurse practitioner track requires the completion of 752 precepted clinical hours. Upon graduation from the graduate program students are prepared to sit for national certification.

MASTER OF SCIENCE DEGREE PROGRAM

HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA 23668

COMMITTEE ON GRADUATE SCHOLARSHIP, STANDARDS AND ADMISSION

Graduate Nursing Admission Personal Interview Form

Applicant's Name: _____ Date: _____

Interviewer(s):

An interview with a Nursing faculty member(s) is scheduled for _____ at _____

conference type: telephone ____ remote ____ on site _____.

This planning sheet will help you review topics that maybe discussed during the interview. Be prepared to discuss information regarding your experiences, strengths and professional goals. Please complete any sections that are appropriate and bring it to the session with you.

What is your current nursing role?

What are your research interests?

What are your accomplishments in today's nursing field?

Why are you seeking graduate school admissions?

Where do you see yourself in 10 years?

Interviewer comments:

DEPARTMENT OF GRADUATE NURSING EDUCATION ADMISSION REQUIREMENTS

Master of Science Program Admission Requirements

Regular Admission

Students seeking admission to the Master of Science in nursing program are subject to the rules and regulations applied by the Graduate College. Admission to graduate study in nursing at Hampton University is open to all qualified applicants who meet the requirements as stated in the Graduate Catalog. Potential applicants are encouraged to consult the Graduate Catalog prior to applying for admission.

Any candidate who was academically dismissed, did not maintain a cumulative GPA of 3.0, and/or have had any ethical or integrity issues from a graduate program will not be considered for admission. In addition, admission to the master's program requires the following:

1. A bachelor's degree from an accredited program in nursing.
2. An undergraduate Grade Point Average (GPA) of 2.7 overall and 2.7 in nursing on a 4.0 scale.
3. Acceptable scores on the Graduate Record Examination (GRE), with a verbal score at least 150 or an analytical writing assessment score of at least 4.0. Scores are only good for five years after the test year.
4. Completed application to the Graduate College.
5. Two (2) letters of recommendation from professionals familiar with the applicant's professional qualifications. Letters should be on letterhead paper and address the nature of the professional's knowledge of the applicant. Letters should come from professionals, such as the applicant's most recent employer, a previous nursing professor, supervisors and/ or nurse managers. The professional providing the reference must also complete Parts II and III of the recommendation.
6. A personal statement that delineates the applicant's: a) rationale for selecting Hampton University's master's program; b) description of goals and aspirations; c) how the applicants expect to benefit from master's level study; d) previous research and scholarship and current research interest. The essay should be at least three (3) to five (5) typed pages, double spaced, in a 12-point font (Times New Roman or Arial).
7. Graduate nursing students participating in clinical experiences must hold and maintain a valid license to practice as a registered nurse in the state/jurisdiction in which they will participate in practicum experiences.
8. An undergraduate course in statistics and an undergraduate course in physical assessment.
9. One year clinical experience beyond the baccalaureate degree prior to practicum courses.
10. A current resume that includes sections on Education, Research and Scholarly Activity, and Service.
11. A telephone/on-site interview (at the applicant's expense) with a faculty member who teaches in the Master of Science degree program in the School of Nursing.
12. Approval from the Committee on Graduate Admissions, Scholarships and Standards of the School of Nursing.

13. The entire application package including the application form, application fee, transcripts, GRE scores, and letters of recommendation should be sent to the Graduate College, Hampton University, Hampton, Virginia 23668.

Provisional Admission

An applicant who holds a bachelor's degree, but does not fully meet the above requirements for regular admission, may be admitted on a provisional basis. Students so admitted are held responsible for removing the deficiencies within the academic year.

Re-Entering Student Applicants

Failure to enroll in any semester after initial enrollment constitutes a withdrawal from the program of study and requires submitting an application for re-admission to the Graduate College. The application for re-admission must be filed with the Dean of the Graduate College prior to the semester of planned re-entry. Once you are re-admitted you will follow the University Academic Catalog requirements in place at the time you are re-admitted. All students applying for re-entry to the Graduate College must abide by the following:

1. Submit an application for readmission.
2. Provide copies of transcripts of all academic work at other institutions.
3. Submit a new personal statement and letters of recommendation if the leave is one Academic year, or greater.

The Graduate College, Hampton University, Hampton, Virginia 23668

GENERAL PROMOTION AND SCHOLASTIC REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

Credit Hour Requirements

To be eligible for the Master of Science degree, the student must choose and fulfill the requirements of either

Plan A - Thesis and Thesis Defense, or

Plan B - Comprehensive Examination Plan. Students taking Plan B Comprehensive Examination **must** register for **NUR702** for one (1) credit hour.

Academic Grades

1. The minimum standard for graduate work leading to a Master of Science degree in nursing is a "**B**" (84) average (i.e., a 3.0 quality point average).
2. A grade of "**C**" in graduate level courses must be offset by a grade of "**A**" in a nursing course or courses totaling at least the same number of graduate credit hours. A student whose overall grade point average falls below a 3.0 at the end of any term will be considered on probation and **must** raise this average to 3.0 during the next succeeding term in which enrolled. An accumulation of nine semester hours of less than "**B**" will automatically eliminate the student as a candidate for a graduate degree. Refer to the University Catalog regarding provisional and special student restrictions.
3. Grades below "**C** **minus**" carry no graduate credit. If a student earns a grade of "**C** **minus**" yet maintains a "**B**" average, he may petition to continue in the graduate program.
4. The Graduate College reserves the right to terminate the registration of any student whose record falls below the standards acceptable to the University.
5. The School of Nursing can request a student to withdraw from the degree program for unsatisfactory performance. Progression in the professional nursing curriculum is dependent upon continuing satisfactory performance in both theory and clinical nursing courses. Students may be required to withdraw from the nursing courses when failing to satisfy the requirements aforementioned.
6. The Nursing students enrolled in NUR 514, 608, 630 must receive a minimum of a "**B**" (84) or better in these courses. Students are only allowed to repeat one of the three courses listed above once. For an example, if you fail NUR 514 and repeat it and successfully pass the second time you cannot fail NUR 608 or 630. Therefore if the repeated course is failed a second time the student will be academically dismissed from the track.
7. If the student receives an incomplete in any course with a clinical practicum he/she cannot proceed to the next clinical course in the sequence.
8. If the student receives two incompletes in any non-clinical courses he/she cannot proceed to the next sequence of courses.

MASTER OF SCIENCE

Role Development Areas	Clinical Specialty And Population Areas
<u>Advanced Nursing Practice</u>	
Administrator Or Educator	Advanced Adult Nursing Community Health Nursing Community Mental Health/Psychiatric Nursing
<u>Advanced Practice Nursing</u>	
Nurse Practitioner	Family Women's Health

Administration

The Master of Science degree with an advanced nursing practice role of administrator and a clinical specialty in Advanced Adult Nursing, Community Health Nursing, or Community Mental Health/Psychiatric Nursing offers preparation for nursing service management-level positions in community agencies designed to deliver health care. Hospitals, out-patient facilities, home care agencies, mental health centers and other health care agencies are areas for learners' clinical placement to facilitate their acquisition of skills in analysis, application of concepts useful in value judgments necessary for cost-effective accounting, and responsible solutions to administrative problems.

Education

The Master of Science degree with an advanced nursing practice role of educator and a clinical specialty in Advanced Adult Nursing, Community Health Nursing, and Community Mental Health/Psychiatric Nursing provides graduate preparation for entry-level faculty positions in baccalaureate and associate degree programs in nursing. The program is designed to prepare faculty for both classroom and clinical instruction by enabling them to acquire cognitive, affective, and psychomotor skills in the teaching and learning process in higher education. It is also designed to enable faculty to teach the nursing process and clinical content utilizing a systems approach.

Nurse Practitioner

The Master of Science degree with an advanced nurse practitioner role provides graduate education for nurses preparing to become a Family, or Women's Health Nurse Practitioner. The curriculum is designed to develop advanced practice nurses who will be able to function in accordance with nationally recognized scopes of practice and individual state laws. Graduates will be advanced practice nurses proficient in evaluating and meeting the health care needs of individuals, families, groups, and communities. Graduates of the nurse practitioner program are eligible to sit for certification examination in their respective clinical specialties.

Curriculum Sequence

The Master of Science degree in any program of the School of Nursing requires satisfactory completion of an approved curriculum sequence in nursing. A student is allowed only one opportunity to switch tracks.

Load Limits

For full-time students, the class load is limited to 17 semester hours during a regular session of the academic year without special permission. A student carrying nine or more semester hours of course work will be classified as a full-time graduate student.

Statistics

Prior to entering the required statistics course (STA600), an undergraduate course in statistics must have been successfully completed.

A student must complete STA600 or a prior approved graduate level statistics course before enrolling in (NUR 681/683) Master's Thesis Research/Research Methods in Nursing.

Physical Assessment

Prior to entering the required introduction to Advanced Physical Assessments (NUR514), an undergraduate course in physical assessment must have been successfully completed.

Admission to Candidacy

A student must apply in writing for admission to candidacy for a graduate degree by filing the proper application forms with the Dean of the Graduate College after the following requirements have been met:

- a. Having attained "regular admission" status.
- b. Earn at least nine semester hours of graduate courses in the candidate's major field, (excluding prerequisite courses) with at least an overall average of "B" (3.0).
- c. No "Incomplete" course work (excluding research and thesis).
- d. Demonstrate English proficiency by official admission test scores (GRE) or successful completion of English 503 with a grade of "B" or better required.
- e. Demonstration of sufficient promise to be permitted to proceed towards the degree terms of personal and professional qualifications.
- f. Formed a Thesis committee, if following the Thesis plan.
- g. Comprehensive Plan B must register for Nur 702 Comprehensive Examination one (1) credit.
- h. Formed a Dissertation committee
- i. Student must be admitted to candidacy at least one semester before the degree is conferred.

Degree Completion

Candidates for the Master of Science degree should apply for graduation through the Graduate College according to the deadlines established by the Graduate College for May, August or December graduation.

CURRICULUM

MASTER OF SCIENCE DEGREE PROGRAM IN NURSING

The expected result of the Master's program is the preparation of professionals for advanced nursing practice. Master's courses in the Advanced practice track focus on Advanced Physical Assessment, Advanced Pathophysiology, Pharmacology for advanced practice nurses, and theory. In addition, students in the Nurse Educator track are also required to complete Advanced Physical Assessment, and Advanced Pathophysiology. These courses build upon the foundation obtained in the students' baccalaureate physical assessment and pathophysiology course work, providing an advanced level of expertise for these nurses. The Nurse Administrator's specialty courses track build upon the foundation of the baccalaureate program Leadership and Management course work. For example, content related to change theory in the health care environment is further explored with more depth and breadth. A strong emphasis on research and research utilization are integral parts of this approach.

The curriculum is based on the following:

- *The Essentials of Master's Education in Nursing* (AACN, 2011)
- *Nurse Executive Competencies* (Association of Nurse Executives, [AONE], 2015)
- *The Nurse Practitioner Core Competencies* (National Organization of Nurse Practitioner Faculties, 2012)
- *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2012)
- *National League for Nursing, Core Competencies for Academic Nurse Educators*
- *The American Association of Nurse Practitioners (AANP) Scope of Practice*

In accordance with the National Council of State Boards of Nursing (NCSBN) Consensus Model for Advanced Practice Registered Nurse (APRN) Regulation: Licensure, Accreditation, Certification & Education, (July 7, 2008), and the National Task Force on Quality Nurse Practitioner Education Criterion III: Curriculum, educational requirements must be consistent with the requirements of the advanced practice population focus area. In particular, the clinical and didactic program requirements must meet the following criteria: (a) the curriculum is consistent with current competencies of the specific role and population focus of the NP program (b) the curriculum plan demonstrates appropriate course sequencing.

The School of Nursing offers several programs leading to the Master of Science degree. There are three roles available. A student may choose between the advanced nursing practice roles of administrator or educator or the advanced practice nursing role of nurse practitioner. Educator and Administration students will also choose a clinical specialty or population focus of advanced adult nursing, community health nursing, or community health/psychiatric nursing. Nurse practitioner students will choose between family, pediatric primary care, and women's health clinical specialties.

The education area of role development prepares teachers for collegiate programs in associate or baccalaureate degree nursing education. The administration area of role development focuses on management of nursing positions in various service agency settings. The nurse practitioner programs are designed to develop advanced practice nursing skills in professional nurses who will be able to function in accordance with jointly promulgated medical and nursing protocols as specified by state laws. **(The availability of a role and specialty is dependent upon the number of students available to start a cohort in that role and specialty)**

All graduates are prepared in advanced nursing practice with proficiency in evaluating the health care needs of individuals, families, groups, and communities. Graduates over the past ten years have earned doctoral degrees in their specialty areas, assumed top leadership positions in nursing service and education agencies, and served with distinction in collaborative roles as they developed new delivery systems. The program outcomes for the Master of Science degree in nursing emphasize the synthesis of knowledge and the responsibility of graduates to participate in, evaluate, or conduct circumscribed research.

Research is an integral aspect of the curriculum in the Master of Science degree program in nursing. Application, utilization, and critical evaluation of the research process and resultant finding are emphasized as the body of evidence for the improvement and advancement of nursing practice and positive patient outcomes.

**THE CURRICULUM PLAN FOR THE
MASTER OF SCIENCE DEGREE PROGRAM**

The graduate nursing program for the roles of administrator or educator with clinical specialty in Advanced Adult Nursing, Community Health Nursing, or Community Mental/Psychiatric Nursing will require the completion of a minimum of 47 hours of course work and either a thesis and thesis defense or a comprehensive examination. The nurse practitioner specialty requires 44 to 50 credits depending upon the clinical specialty.

The program is designed to afford a student the opportunity to enroll on a part-time basis according to the existing structure of the Graduate College. Lecture courses are scheduled in the evening to allow a student to remain on the work force and continue the educational process. Clinical practicum experiences are planned according to the schedule of the affiliating agency or institution.

The following courses are required to obtain a Master of Science degree in the roles of administrator or educator with clinical specialty in Advanced Adult Nursing, Community Health Nursing, or Community Mental/Psychiatric Nursing or nurse practitioner with a specialty or population of family, pediatric primary care, or women's health.

Core Courses	Credits
NUR 510 - Conceptual Approaches to Nursing Practice	2cr
NUR 512 - Organizational Behavior Group and Role Theory	3cr
NUR 514 – Advanced Physical Assessment	4cr
NUR 678 – Family Nursing Theory and Practice	3cr
NUR 609 - Nursing Colloquium	3cr
NUR 681 - Master's Thesis Research or NUR 683 - Research Methods in Nursing	4cr

**CREDIT
HOURS**

ALL MASTER'S PROGRAMS

STA600 - Statistics	3
Electives	6

ROLE DEVELOPMENT (ADMINISTRATOR)

NUR606 - Nursing Administration	6
NUR607 - Advanced Nursing Administration	5
MBA648 - Human Resources Administration	3
NUR648 - Financial Management for Nursing Administrators	3

ROLE DEVELOPMENT (EDUCATOR)

NUR 514 – Advanced Physical Assessment	4
NUR 604 - Curriculum Development in Nursing Education	3
NUR 605 - Teaching of Nursing	4

	<u>CREDIT HOURS</u>
NUR 608 - Advanced Pathophysiology	3
<u>CLINICAL SPECIALTY (ADVANCED ADULT NURSING) (AAN)</u>	
NUR614 - Advanced Adult Nursing	4
NUR615 - Advanced Adult Nursing	4
<u>CLINICAL SPECIALTY (COMMUNITY HEALTH NURSING) (CHN)</u>	
NUR612 - Community Health Nursing	4
NUR613 - Community Health Nursing	4
<u>CLINICAL SPECIALTY (COMMUNITY MENTAL HEALTH/PSYCHIATRIC NURSING) (CMH/PN)</u>	
NUR610 - Community Mental Health/Psychiatric Nursing	4
NUR611 - Community Mental Health/Psychiatric Nursing	4
<u>ROLE DEVELOPMENT (FAMILY NURSE PRACTITIONER) (FNP)</u>	
NUR514 – Advanced Physical Assessment	4
NUR608 - Advanced Pathophysiology	3
NUR618 – Primary Care of Family I	5
NUR619 – Primary Care Family II: Specific Population	4
NUR621 – Primary Care of Family III	4
NUR630 - Advanced Pharmacotherapeutics	3
<u>ROLE DEVELOPMENT (WOMEN’S HEALTH NURSE PRACTITIONER)</u>	
NUR514 – Advanced Physical Assessment	4
NUR608 - Advanced Pathophysiology	3
NUR531 - Physiological Aspects of Reproduction and Development	3
NUR635 - Frameworks of Women’s Health	2
NUR638 – Health Care of Women I: Childbearing	4
NUR639 - Health Care of Women II: Lifespan	4
NUR642 - Health Care of Women III: Primary Care	4
NUR643 – Health Care of Women IV – Low Risk Childbearing Families	4
NUR650 – Role Development and Health Promotion for APRN	3

**Master of Science Degree (MS)
Family Nurse Practitioner Program – Full-Time**

Transcript Concentration Designation: Family Nurse Practitioner

CREDITS

SEMESTER I - (Fall)

NUR 510 Conceptual Approaches to Nursing Practice	2
NUR 650 Role Development and Health Promotion for APRN.....	3
NUR 608 Advanced Pathophysiology	3
NUR 514 Advanced Physical Assessment	4
Semester Total	12

SEMESTER II - (Spring)

NUR 630 Advanced Pharmacotherapeutics.....	3
NUR 618 Primary Care of Family I	5
NUR 678 Family Nursing Theory and Practice	3
Semester Total	11

SUMMER SESSION I

STA 600 Statistics	3
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SEMESTER III - (Fall)

NUR 619 Primary Care Family II: Specific Population	4
NUR 512 Organizational Behavior Group and Role Theory.....	3
Research Focus (One Course)	
*NUR 683..... Research Methods in Nursing or	
NUR 681 Master's Thesis Research	4
Semester Total	11

SEMESTER IV - (Spring)

NUR 609 Nursing Colloquium	3
NUR 621 Primary Care of Family III	4
*NUR 702 Comprehensive Examination	1
Semester Total	7/8

TOTAL CREDITS **44/45**

*refers to Plan B as indicated in HU 2018-2020 Academic Catalog

**Master of Science Degree (MS)
Family Nurse Practitioner Program – Part-Time**

<u>SUMMER SESSION I</u>	<u>CREDITS</u>
STA 600 Statistics	3
 <u>SEMESTER I - (Fall)</u>	
NUR 510 Conceptual Approaches to Nursing Practice	2
NUR 512 Organizational Behavior Group and Role Theory.....	3
NUR 678 Family Nursing Theory and Practice	3
 Semester Total	 8
 <u>SEMESTER II - (Spring)</u>	
NUR 608 Advanced Pathophysiology	3
Research Focus (One Course)	
*NUR 683 Research Methods in Nursing or	4
NUR 681 Master's Thesis Research (Thesis)	
 Semester Total	 7
 <u>SEMESTER III - (Fall)</u>	
NUR 514 Advanced Physical Assessment	4
NUR 630 Advanced Pharmacotherapeutics in Primary Care.....	3
 Semester Total	 7
 <u>SEMESTER IV - (Spring)</u>	
NUR 618 Primary Care of Family I	5
Elective Graduate Nursing Elective	3
 Semester Total	 8
 <u>SEMESTER V - (Fall)</u>	
NUR 619 Primary Care of Family II: Specific Population	4
 <u>SEMESTER VI - (Spring)</u>	
NUR 609 Nursing Colloquium	3
NUR 621 Primary Care of Family III	4
*NUR 702 Comprehensive Examination	1
 Semester Total	 7/8
TOTAL CREDITS	44/45

*refers to Plan B as indicated in HU 2018-2020 Academic Catalog

**Master of Science Degree (MS)
Women's Health Nurse Practitioner Program – Full-Time**

Transcript Concentration Designation: Women's Health Nurse Practitioner

CREDITS

SEMESTER I - (Fall)

NUR 510	Conceptual Approaches to Nursing Practice	2
NUR 514	Advanced Physical Assessment	4
NUR 608	Advanced Pathophysiology	3
NUR 650	Role Development and Health Promotion for APRN.....	3
Semester Total		12

SEMESTER II - (Spring)

NUR 630	Advanced Pharmacotherapeutics	3
NUR 638	Health Care of Women I: Childbearing	4
NUR 678	Family Nursing Theory and Practice	3
STA 600	Statistics	3
Semester Total		13

SUMMER SESSION I

NUR 639	Health Care of Women II: Lifespan	4
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SEMESTER III - (Fall)

NUR 642	Health Care of Women III: Primary Care.....	4
NUR 512	Organizational Behavior/Group and Role Theory	3
Research Focus (One Course)		
*NUR 683 Research Methods in Nursing or		
NUR 681	Master's Thesis Research (Thesis)	4
Semester Total		11

SEMESTER IV - (Spring)

NUR 635	Frameworks of Women's Health	2
NUR 609	Nursing Colloquium	3
NUR 643	Health Care of Women IV Low-Risk Childbearing Families	4
*NUR 702	Comprehensive Examination.....	1
Semester Total		9/10

TOTAL CREDITS49/50

*refers to Plan B as indicated in HU 2018-2020 Academic Catalog

Specialization	Certification	Examination Eligibility Requirements
Family Nurse Practitioner (FNP)	FNP-BC American Nurses Credentialing Center (ANCC)	<p>The ANCC National Certification Examinations, just as the AANP exams noted above, are entry-level, competency-based examinations for nurse practitioners reflective of nurse practitioner knowledge and expertise for the three specialties: adult gerontologic acute care, adult gerontologic, and family nurse practitioner.</p> <p>Requirements include</p> <ul style="list-style-type: none"> □ a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country; □ a master's, post-graduate, or doctoral degree from a family nurse practitioner program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC). A minimum of 500 faculty-supervised clinical hours must be included in the family nurse practitioner program. The FNP graduate program must include coursework across the lifespan and include three separate courses in <ul style="list-style-type: none"> ▪ advanced physical/health assessment, ▪ advanced pharmacology, and ▪ advanced pathophysiology <p>and content in</p> <ul style="list-style-type: none"> ▪ health promotion and disease prevention, and ▪ differential diagnosis and disease management. <p>For further information visit: https://www.nursingworld.org/ancc/.</p>
Nurse Practitioners	American Academy of Nurse Practitioners	<p>Applicants may begin the application process as early as 6 months before graduating. Candidates are encouraged to establish an online profile and account with AANPCB on their website at https://www.aanpcert.org/index.</p>

**Department of Graduate Nursing Education
Master of Science Degree (MS)
Nursing Education Program – Full-Time
Curriculum**

Transcript Concentration Designation: Nursing Educator

<u>SEMESTER I - (Fall)</u>	<u>CREDITS</u>
NUR 510 Conceptual Approaches to Nursing Practice	2
NUR 514 Advanced Physical Assessment	4
NUR 608 Advanced Pathophysiology	3
NUR 650 Role Development and Health Promotion for APRN.....	3
Semester Total	12
<u>SEMESTER II - (Spring)</u>	
NUR 512 Organizational Behavior Group and Role Theory.....	3
NUR 678 Family Nursing Theory and Practice	3
NUR 604 Curriculum Development in Nursing Education.....	3
Clinical Specialty and Population Focus (One Course)	
NUR 610 Community Mental Health/Psychiatric Nursing I, or	
NUR 612 Community Health Nursing I, or	
NUR 614 Advanced Adult Nursing I	4
Semester Total	13
<u>SUMMER SESSION I</u>	
STA 600 Statistics	3
<u>SEMESTER III - (Fall)</u>	
NUR 605 Teaching of Nursing	4
Clinical Specialty and Population Focus (One Course)	
NUR 611 Community Mental Health/Psychiatric Nursing II, or	
NUR 613 Community Health Nursing II, or	
NUR 615 Advanced Adult Nursing II	4
Research Focus (One Course)	
*NUR 683 Research Methods in Nursing or	
NUR 681 Master's Thesis Research	4
Semester Total	12
<u>SEMESTER IV - (Spring)</u>	
NUR 609 Nursing Colloquium	3
Elective Graduate Nursing Elective	3
*NUR 702 Comprehensive Examination.....	1
Semester Total	6/7
TOTAL CREDITS	46/47

*refers to Plan B as indicated in HU 2018-2020 Academic Catalog

**Master of Science Degree (MS)
Nursing Education Program – Part-Time**

<u>SEMESTER I - (Fall)</u>	<u>CREDITS</u>
NUR 510 Conceptual Approaches to Nursing Practice	2
NUR 514 Advanced Physical Assessment	4
STA 600 Statistics.....	3
Semester Total	9
<u>SEMESTER II - (Spring)</u>	
NUR608 Advanced Pathophysiology	3
Clinical Specialty and Population Focus (One Course)	
NUR 610 Community Mental Health/Psychiatric Nursing I, or	
NUR 612 Community Health Nursing I, or	
NUR 614 Advanced Adult Nursing I	4
Semester Total	7
<u>SEMESTER III - (Fall)</u>	
NUR 678 Family Nursing Theory and Practice	3
Clinical Specialty and Population Focus (One Course)	
NUR 611 Community Mental Health/Psychiatric Nursing II, or	
NUR 613 Community Health Nursing or	
NUR 615 Advanced Adult Nursing II	4
Semester Total	7
<u>SEMESTER IV – (Spring)</u>	
NUR 604 Curriculum Development in Nursing Education.....	3
NUR 650 Role Development and Health Promotion for APRN.....	3
Research Focus (One Course)	
*NUR 683..... Research Methods in Nursing or	
NUR 681 Master's Thesis Research	4
Semester Total	10
<u>SEMESTER V – (Fall)</u>	
NUR 512 Organizational Behavior Group and Role Theory.....	3
NUR 605 Teaching of Nursing	4
NUR 609 Nursing Colloquium	3
*NUR 702 Comprehensive Exam.....	1
Semester Total	10
TOTAL CREDITS	46

*refers to Plan B as indicated in HU 2018-2020 Academic Catalog

Specialization	Certification	Examination Eligibility Requirements
Nursing Education	CNE offered by the National League for Nursing (NLN)	<p>The Certified Nurse Educator (CNE) examination is designed to recognize excellence in the advanced specialty role of the academic nurse educator. To be eligible for this certification, the candidate must</p> <ul style="list-style-type: none"> □ hold a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country; □ have a master's or doctoral degree in nursing with a major emphasis in nursing education and 9 or more credit hours of graduate-level education courses (e.g., curriculum development and evaluation, instructional design, principles of adult learning, assessment/measurement and evaluation, principles of teaching and learning, instructional technology); and □ have completed at least 2 years of full-time employment in an academic faculty role within the past 5 years.
	RN-BC offered by the American Nurses Credentialing Center (ANCC)	<p>The Nursing Professional Development board certification (RN-BC) is for the nurse educator who is involved in activities that focus on the sciences of nursing, technology, research and evidence-based practice, practice-based evidence, change, communication, leadership, and education. To be eligible for this certification, the candidate must</p> <ul style="list-style-type: none"> □ hold a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country; □ have a bachelor's degree or higher in nursing; □ have completed the equivalent of at least 2 years of full-time practice as a registered nurse; □ have completed a minimum of 4,000 hours of clinical practice in nursing professional development within the last 5 years; and □ have completed 30 hours of continuing education (CE) in nursing professional development within the last 3 years.

**Master of Science Degree (MS)
Nursing Administrator Program – Full-Time**

Transcript Concentration Designation: Nursing Administrator

<u>SEMESTER I - (Fall)</u>	<u>CREDITS</u>
NUR 510 Conceptual Approaches to Nursing Practice	2
NUR 648 Financial Management for Nursing Administrators or	3
MBA600 Accounting Concepts	
NUR 678 Family Nursing Theory and Practice	3
Elective Graduate Nursing Elective	3
Semester Total	11
<u>SEMESTER II - (Spring)</u>	
NUR 606 Principles of Nursing Administration	6
Clinical Specialty and Population Focus (One Course)	
NUR 610 Community Mental Health/Psychiatric Nursing I, or	
NUR 612 Community Health Nursing I, or	
NUR 614 Advanced Adult Nursing I	4
Semester Total	10
<u>SUMMER SESSION I</u>	
STA 600 Statistics	<u>3</u>
<u>SEMESTER III - (Fall)</u>	
NUR 640 or MBA 648 Human Resources Administration	3
Research Focus (One Course)	
*NUR 683..... Research Methods in Nursing or	
NUR 681 Master's Thesis Research	4
NUR 512 Organizational Behavior Group and Role Theory.....	3
Semester Total	10
<u>SEMESTER IV - (Spring)</u>	
NUR 607 Advanced Nursing Administration.....	5
NUR 609 Nursing Colloquium	3
Elective Graduate Business Elective	3
*NUR 702 Comprehensive Examination.....	1
Semester Total	11/12
TOTAL CREDITS	45/46

*refers to Plan B as indicated in HU 2018-2020 Academic Catalog

**Master of Science Degree (MS)
Nursing Administrator Program – Part-Time**

<u>SEMESTER I - (Fall)</u>	<u>CREDITS</u>
NUR510 Conceptual Approaches to Nursing Practice	2
NUR678 Family Nursing Theory and Practice	3
STA600 Statistics	3
Semester Total	8
<u>SEMESTER II - (Spring)</u>	
NUR606 Principles of Nursing Administration	6
Research Focus (One Course)	
*NUR683 Research Methods in Nursing or	
NUR681 Master's Thesis Research (Thesis)	4
Semester Total	10
<u>SEMESTER III - (Fall)</u>	
NUR512 Organizational Behavior Group and Role Theory.....	3
NUR648 Financial Management for Nursing Administrators or	3
MBA600 Accounting Concepts	
Elective Graduate Nursing Elective	3
Semester Total	9
<u>SEMESTER IV (SPRING)</u>	
Clinical Specialty and Population Focus (One Course)	
NUR610 Community Mental Health/Psychiatric Nursing I, or	
NUR612 Community Health Nursing I, or	
NUR614 Advanced Adult Nursing I.....	4
MBA 648 Human Resource Administration.....	3
Elective Graduate Business Elective.....	3
Semester Total	10
<u>SEMESTER V (FALL)</u>	
NUR607 Advanced Nursing Administration.....	5
NUR609 Nursing Colloquium	3
*NUR 702 Comprehensive Examination.....	1
Semester Total	8
TOTAL CREDITS	45

*refers to Plan B as indicated in HU 2018-2020 Academic Catalog

Certification	Examination Eligibility Requirements
NE-BC offered by the American Nurses Credentialing Center (ANCC)	<p>The Nurse Executive board certification (NE-BC) is for nurse leaders in nursing administration. To be eligible for this certification, the candidate must</p> <ul style="list-style-type: none"> • hold a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country; • hold a bachelor's degree in nursing or higher degree; • have served in an administrative position at the nurse executive level <i>or</i> a faculty position teaching nursing administration to graduate students <i>or</i> a nursing management or executive consultation position, for at least 24 months as a full-time equivalent in the last 5 years; and • have completed 30 hours of continuing education (CE) in nursing administration within the last 3 years. (This CE requirement is waived with an accredited master's degree in nursing administration.)
NEA-BC offered by the American Nurses Credentialing Center (ANCC)	<p>The Nurse Executive, Advanced board certification (NEA-BC) is for nurse leaders who are prepared at the graduate level in nursing administration. To be eligible for this certification, the candidate must</p> <ul style="list-style-type: none"> • hold a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country; • hold a master's degree or higher in nursing, or a bachelor's degree in nursing and a master's degree in another field; • have served in an administrative position at the nurse executive level or a faculty position teaching graduate students executive- level nursing

COURSE DESCRIPTIONS

NUR 510 Conceptual Approaches to Nursing Practice

Introduction to the articulation of nursing philosophy with a conceptual framework for nursing practice. The analysis of actual and potential health problems using selected concepts. Two (2) credit hours. Two (2) lecture hours per week. Fall and Spring Semester.

NUR 512 Organizational Behavior/Group and Role Theory

Exploration and analysis of commonalities inherent in Advanced Nursing Practice in various roles. Systems, role, organizational behavior, Teaching-Learning, and change theories provide the basis for synthesizing a conceptual framework of practice as Master Nurse Clinician, as an educator, administrator, or nurse practitioner with an organized health care system. A study of factors influencing effective group function is emphasized. Special emphasis on individual, family and communication theories, leadership roles, group process and the facilitation of changes in small groups. Three (3) credit hours. Two (2) lecture hours per week. One (1) 4-hour clinical per week. Fall and Spring Semester.

NUR 514 Advanced Physical Assessment

Build on skills and knowledge pertaining to the conceptual framework. Provides an opportunity to collect and analyze data with a variety of advanced skills and techniques that expand the nursing process for individual clients. Prerequisite: undergraduate physical assessment course. Fall and Four (4) semester hours and two (2) lecture hours per week. Two hundred and forty (240) clinical laboratory hours including one (1) clinical consultation hour per week. Fall Semester. Additional laboratory fee.

NUR 531 Physiological Aspects of Reproduction and Development

This course focuses on bio-physiologic processes such as the genetic and endocrine basis of reproduction and maternal physiologic adaptations associated with pregnancy. Fetal growth and development and biologic basis of development are essential components of the course. NUR531 is a prerequisite for all clinical courses. Three (3) credits. Three (3) lecture hours. Summer Session I.

NUR 604 Curriculum Development in Nursing Education

Fundamental principles of curriculum development as they apply to nursing education. Program planning and evaluation of associate degree and baccalaureate degree nursing education programs. Prerequisites: Nursing 510, 512. Co-requisites: Nursing 610, 612 or 614. Three (3) credit hours. Three (3) lecture hours per week. Spring Semester.

NUR 605 Teaching of Nursing

Development and analysis of selected teaching skills directed at predetermined levels of functioning in cognitive, affective and psychomotor domains. Experience in clinical and classroom settings provides opportunities for developing and increasing skill in the total teaching-learning process. Placement in associate degree and baccalaureate degree programs. Prerequisites: NUR610, 612, or 614 and NUR604. Four (4) credit hours. Two (2) lecture hours and eight (8) clinical laboratory hours per week including one (1) hour of clinical consultation. Fall Semester.

NUR 606 Nursing Administration

Application of administrative processes and problem-solving techniques in a selected area within the health care setting. Emphasis on fiscal management, resource management, and accountability utilizing a framework for ethical decision-making by nursing administrators in an increasingly complex health care delivery system. Prerequisites: NUR510; NUR512; NUR648; BUS648; EDU 611 and STA 600. Corequisites: NUR600, 611, 681 or 683; 612 or 614. Six (6) credit hours. Spring Semester

NUR 607 Advanced Nursing Administration

Designed to facilitate role development relevant to management of selected health care agencies. Allows the learner, while practicing in an agency designed to meet the complex health care needs of a diverse society, to refine critical analysis and problem-solving skills which are enhanced through use of small group communication skills and through interchange of ideas with nurse executives. Includes a preceptorship with selected agency preceptors such as Chief Executive Officers of nurse managed organizations or businesses. Collaborative projects are conducted with a nursing mentor. Prerequisites: NUR606, 611 and 612 or 614. Five (5) credit hours. Fall Semester.

NUR 608 Advanced Pathophysiology

Course is designed for understanding the basic concepts of diseases processes in the human bodies. Knowledge of disease processes will be helpful in the development of a treatment plan that include realistic goals and is consistent with the prognosis of the disease. Part I: General Pathology - Basic problems of disease processes that may involve any organ of the body. Part. II: Systemic pathology which deals with the pathophysiologic processes that affect specific tissues and organ systems of the body. A clinical pathological approach. Three (3) credit hours. Spring Semester.

NUR 609 Nursing Colloquium

Identification and analysis of economic, social, political and educational forces that influence the health of persons, affect the health care delivery system, and produce changes in nursing. Three (3) lecture hours per week. Three (3) credit hour. Fall Semester.

NUR 610 Community Mental Health/Psychiatric Nursing I

Advanced concepts of community mental health related to families. Interventions by the nurse with families in crises, using a selected theoretical model of family therapy. The practicum affords supervised opportunities to assist families on the health continuum. Practicum hours to be arranged. Prerequisites: NUR510, 512, 514. Corequisites: NUR600. Four (4) credit hours. Two (2) hours lecture and eight (8) clinical laboratory hours per week, including one (1) hour of clinical consultation. Spring Semester.

NUR 611 Community Mental Health/Psychiatric Nursing II

Focuses upon the secondary and tertiary levels of prevention in mental health. Review the dynamics of psychopathological behavior in human beings. Emphasis placed on advanced concepts of psychotherapeutic intervention in personal and social systems in an agency. Prerequisite: NUR610. Four (4) credit hours. Two (2) hours lecture and eight (8) clinical laboratory hours per week, including one (1) hour of clinical consultation. Fall Semester.

NUR 612 Community Health Nursing I

Analysis of concepts from the conceptual framework relevant to community health nursing practice. Advanced theory of family and community are utilized. Corequisites: NUR600. Prerequisites: NUR510, 512, 514. Four (4) credit hours. Two (2) lecture hours and eight (8) clinical laboratory hours per week, including one (1) hour clinical consultation. Spring Semester.

NUR 613 Community Health Nursing II

Advanced theory in community health settings with concentration on social system organizational theory, and change. Implementation of advanced concepts in community health nursing. Various health agencies and systems explored. Prerequisite: NUR612. Two (2) lecture hours and eight (8) clinical laboratory hours per week, including one (1) hour of clinical consultation. Fall Semester

NUR 614 Advanced Adult Nursing I

Focuses on the secondary level of prevention in medical/surgical nursing. Utilization of concepts and theories from conceptual framework as well as specified advanced concepts in medical/surgical nursing. Major emphasis on nursing strategies to assist adult clients and their families with acute cardiopulmonary dysfunctions. Prerequisites: NUR510, 512, 514, and BIO609. Corequisites: NUR600. Four (4) credit hours. Two (2) lecture hours, eight (8) clinical laboratory hours, including one (1) clinical consultation hour per week. Spring Semester.

NUR 615 Advanced Adult Nursing II

Focuses on the tertiary level of prevention, in medical/surgical nursing. Application of a systems approach to groups of clients with chronic neuroendocrine dysfunctions within various community settings. Emphasizes nursing strategies based on a conceptual framework congruent with the student's philosophy of nursing. Prerequisite: NUR614. Four (4) credit hours. Two (2) lecture hours, eight (8) clinical laboratory hours, including one (1) clinical consultation hour per week. Fall Semester.

NUR 618 Primary Care of Family I

Focuses on theory and clinical practice in nursing management of common, minor, acute and stable long-term health alterations of individuals and complex multiproblem families in selected ambulatory settings. Health promotion and maintenance in collaboration with physicians and other health professionals emphasized. Prerequisites: NUR510, 512, 514 and NUR630. Co-requisite: NUR608. Five (5) credit hours. Three (3) lecture hours and 240 clinical hours, including one (1) clinical consultation hour per week. Spring Semester.

NUR 619 Primary Care of Family II: Specific Population

Advanced specialization in primary care family ambulatory nursing of specific individuals in all developmental stages in selected ambulatory health care settings. Health planning in interdisciplinary health care team encouraged with community assessment. Prerequisite: NUR 618, 514, 608, and 630. Four (4) credit hours. Four (4) lecture hours and 240 hours clinical including two (2) hours clinical consultation per week for eight weeks. Summer Session.

NUR 621 Primary Care of Family III

Designed to facilitate role development relevant to nurse practitioner evaluation and management of selected clients with health alterations and primary health care needs. Students refine critical analysis and problem-solving skills. Prerequisites: NUR618, 619. Four (4) credit hours. Four (4) lecture hours and 240 clinical hours per week, including four (4) hours of clinical consultation/seminar per week. Fall semester.

NUR 630 Advanced Pharmacotherapeutics

Focuses on the concepts, principles, and application of pharmacotherapeutics used by the family nurse practitioner in the management of common, minor, acute, and stable long-term illnesses, emphasizes pharmacologic factors and clients issues relevant to complex decision making regarding therapeutic modalities in pharmacotherapeutics management of clients. Three (3) lecture hours. Three (3) credit hours. Fall semester.

NUR 635 Frameworks of Women's Health

This course examines the philosophical basis of women's health and its evolution as a practice and research field in nursing, emphasizing historical, political and sociocultural context. Two (2) Two (2) lecture hours. Two (2) credit hours. Fall Semester

NUR 638 Health Care of Women I: Childbearing

This course has a focus on the health of normal pregnant women within the context of the family. In this course, communication skills are developed in both written and oral presentation. Content on role issues and differences between collaboration, consultation, and referral to other health care providers are explored. Knowledge regarding how best to collaborate with other health care and social service agencies is taught. Students are helped to begin to define their role as an Advanced Practice Women's Health Nurse Practitioner and are given skills in using research in clinical practice and identifying the conceptual framework from which they provide care. Information on the physiology of normal pregnancy is presented as well as information on antenatal assessment and non-invasive fetal surveillance. Management of the essentially uncomplicated pregnancy is emphasized. This information is a necessary foundation for all students and is an economical way to offer needed content. Content of this course has been enhanced to strengthen the antenatal content and to insure that the core curriculum concepts are introduced. Four (4) credits. Three lecture hours. One (1) clinical day (8 hours) per week. Spring semester.

NUR 639 Health Care of Women II: Lifespan

This course focuses on theories, concepts, knowledge, decision making, and clinical skills for comprehensive health promotion, health maintenance, illness prevention, early illness detection, and restoration of health for common problems of adolescents, young, middle aged, and aged women. The students will develop proficiency in the assessment, diagnosis, and management of women. Content in each age group will focus on developmental tasks, reproductive health concerns, including preconceptual, conceptual control, and fertility, age-specific health problems, and family issues. Develops the student's competencies in providing comprehensive women's health care including assessment of health status and intervention with the family system. This course provides the opportunities for collection and analysis of data with a variety of advanced differential diagnostic skills and techniques that expand the use of the graduate nursing process for women. Preceptorship will be scheduled in a variety of settings with an emphasis on providing comprehensive health care to women. Seminar. Four (4) credits. Three lecture hours. One (1) clinical day (8 hours) per week. Spring semester.

NUR 640 Human Resources Administration

This course will focus on essential human resource management concepts and skills needed by nurse administrators. Strategic planning; equal opportunity and diversity; recruitment and placement; performance appraisal and compensation; training and development; and employee rights and safety will be topics for discussion. Fall Semester, Lecture 3/credit 3.

Prerequisites: None.

NUR 642 Health Care of Women III: Primary Care

This course provides advanced specialization in women's health nursing. Emphasizes the provision of women's health from adolescents through childbearing in clinical settings by the learner in consultation with faculty and preceptors. Women's Health Nurse Practitioner's role is defined as the student practices in collaboration with obstetricians/gynecologists and other health care providers in the application of theories of management. Critical examination of current women's health research. Emphasis is on the integration and application of knowledge about nursing theories related to the family as systems of care. Selected theories/conceptual frameworks and current research findings related to human development, women, and families will be emphasized. Students will explore group dynamics of women and the family system, communication theories, group processes, and the facilitation of change. Emphasis will also be placed on application of these findings to advanced nursing practice with women and families. Seminar. Two to eight hour clinical days per week. Summer Sessions.

NUR 643 Health Care of Women IV: Low-Risk Childbearing Families

This course focuses on providing the theoretical basis for the nurse in an advanced practice role who will be managing the care of women experiencing a low-risk pregnancy. This course provides basic information necessary to students and is a cost effective way of providing this information. Emphasis is placed on the role of the advanced practice nurse in managing care. –One clinical day per week. Prerequisites NUR642, NUR639, NUR638, NUR635. Fall Semester.

NUR 650 Role Development and Health Promotion for APRN

This course is a critical analysis and examination of current advanced practice nurse issues. It is a synthesis of knowledge gained and applied by the students over the course of the program. Application, synthesis, and evaluation are stressed. Students will actively participate in this lecture course. Role realignment will be emphasized with advanced practice nurse in a variety of clinical settings. The courses emphasize health history, physical assessment, role realignment, mental status, family theory, women's and men's health crisis intervention, health promotion, communication, management of acute and chronic health problems, collaboration, and utilization of community resources. – Three (3) credits, lecture. Fall Semester.

NUR 648 Financial Management for Nurse Administrators

This course provides basic knowledge of health care finance for future nurse administrators to prepare for successful interfacing between the finance department and nursing administration. It includes finance theory; budget principles, strategies and evaluation; workload management; and finance/accounting issues related to health care entities. Fall Semester, Lecture 3/credit 3. Prerequisites: None.

NUR 678 Family Nursing Theory and Practice

This graduate level family health nursing course focuses on defining and describing the family as a unit of care. Emphasis is placed on the exploration of the family structure and organization, family roles and communication, family nursing as a concept, family nursing theory, family health research, and the impact of politics and public policies on families. Fall and Spring semester. Three (3) credit hours. Lecture course.

NUR 681 Masters Thesis Research

Development of a master's thesis proposal based on the scholarly investigation of a problem. Relevant research topics for master's students actively engaged in planning and implementing a thesis and preparing to analyze data collected for a thesis. Pre-requisites: Statistics 600, Nursing 610, 612, or 614. Spring semester. Four (4) credit hours. Three (3) lecture hours and one (1) independent study hour per week.

NUR 682 Thesis Seminar

Advisement of student for completion of thesis. Registration by permission of the instructor. Prerequisites: Approved thesis proposal, Nursing 681. Elective. Fall semester. One (1) credit hour. One (1) consultation hour and two (2) hours independent study per week.

NUR 683 Research Methods in Nursing

Presents a review of the processes used in nursing research and provides an opportunity for designing, implementing and reporting the results of a research project. Students are required to implement a small research design through collaboration with other group members. Pre-requisite: Statistics 600, Nursing 610, Nursing 612, or Nursing 614. Spring semester. Four (4) credit hours. Three (3) lecture hours and one independent study hour per week.

NUR 699 Independent Study in Nursing

Independent study as directed by graduate nursing faculty. Research focus or pursuit of an area of special clinical or library study may be individually contracted. Prerequisites: Registration with approval of instructor and departmental chairperson. Summer session, Semester 1 or Semester 2. One-to-six (1-6) credit hours. One (1) consultation hour per week. Independent study and clinical hours weekly commensurate with credit hours contracted.

NUR 700 Thesis Registration

A non-credit registration required of each student who has completed all course work but is pursuing degree completion through masters thesis research. Registration each semester to maintain enrollment until all thesis requirements are completed.

NUR702 Comprehensive Examination

A non-credit registration required of each student who has completed all course work but is pursuing degree completion through the comprehensive examination option. Registration each semester to maintain enrollment until all comprehensive examination requirements are completed. **(NOTE: Full course outlines are given to students for each nursing course and posted in Blackboard.)**

**HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA 23668**

ATTIRE FOR PRESENTATIONS

One of the best weapons in your career arsenal is **SELF-PRESENTATION**.
Going to first interview with Preceptor. Make that first impression!

LADIES

Dark Suit –skirt or pants (black, navy blue, dark grey)
Basic Pumps – heels and toes are enclosed – 1" and no higher than 2 ½inch
Hose should be natural toned or off-black
Blouses – no low cut, ruffled or shear types
Jewelry should be minimal and muted – one ring per hand and one pair of conservative earrings
No cologne
Make-up and nail polish should be natural hues. Nails should be no longer than ½ inch and well groomed
No tight-fitting garments or short skirts
No visible body art or piercings

MEN

Dark suit or Business Casual (black, navy blue, dark grey)
White, long sleeve cotton shirt
Appropriate neck tie – no tie tack or chains
No cologne
No earrings
You may wear a watch, class or wedding ring (no pinkie ring)
Black shoes – laced shoes preferred, but may wear black loafers
Long, black socks
No visible body art or piercings

Men and Women should invest in a leather notebook, portfolio or briefcase that is large enough to hold your resume without folding it.

In your greetings, when asked, "How are you?" You should say, "I am well".
Use a firm handshake
Make eye contact
Have copies of your resume on resume paper

**Military Class A Uniforms are Acceptable
No BDUs Uniforms**

Wear a smile and don't forget breath mints!

CLINICAL GUIDELINES CLINICAL COURSE PREPARATION

Prior to beginning any courses that includes a clinical rotation, you must complete the four (4) requirements listed. If these requirements are not completed, you will not be allowed to participate in your clinical rotations, and this will affect your grade. If you fail to adhere to the set deadlines, please know that you will be administratively dropped from your course within 3-days of the start of classes. Clinical Clearance documents are managed for the School of Nursing by **CastleBranch.com**. Students are required to register online with Castle branch.com and to submit all necessary documents. Required documentation must be uploaded into the secure platform by September 30th. Keep your originals in a place that you can access them if necessary. If these requirements are not met, the student will be withdrawn from the course.

The Certified Background web site can be located by going to the School of Nursing website:

- Click on Students
- Click on Nursing Resource Center
- Click Certified Background
- Click AP62m (Graduate)

1. Background Checks

A criminal background check must be completed annually. The criminal background check must include a name search, a criminal history record, sex offender, and crimes against minors' registry checks. The student must keep copies of the completed background check form and the certified check or money order receipt. Students are required to complete the Virginia form and send it to the designated address with the appropriate payment. The criminal background check form with the correct code is available on the School of Nursing website. Results must be submitted to CertifiedBackground.com.

2. Drug Test

Students with positive a drug test not attributed to prescription medications will be dismissed from the nursing program and referred to the Dean of Graduate College

3. HIPPA and OSHA Nursing Compliance

Students are to complete HIPPA and OSHA compliance. The (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) HIPAA privacy regulation requires "covered entities" to protect the privacy of individuals' health information. OSHA (Occupational Safety and Health Administration) is charged with regulating health and safety in the workplace, and is considered a public health authority and a health oversight agency under HIPAA in Certified Background.

4. Physical Examinations and Immunizations Status

The student must submit satisfactory credentials regarding his or her health status. The student's health status is reviewed annually. Annual physical examinations are means of protecting clients entrusted to students' care. A current health record from a health care provider or family physician including evidence of an annual physical examination and immunizations must be maintained by CertifiedBackground.com, the secure platform selected by the School of Nursing to manage clinical information. **Health statements from the previous year may not be resubmitted.** Health statements forms are available on the School of Nursing website or may be obtained from the Office of Student Academic Support Services. Health Contractual agreements with cooperating agencies mandate the requirements of a PPD or a chest x-ray and documentation of immunity to Hepatitis B, diphtheria, tetanus, polio, rubella,

rubeola, mumps, and varicella (chicken pox). Immunity may be demonstrated by proof of immunization ("shot record") or antibody testing. If there is no evidence of immunity, immunization against the specific disease is required. Changes in immunization requirements are periodically in keeping with current research, vaccine availability and clinical agency requirements. Students will not be permitted to attend a practicum course if their health records are not current. If this procedure is not adhered to, the student will be requested to withdraw from the course.

Since one of the purposes of immunization is to protect the patient from inadvertent exposure to infection, exemptions from immunization are not accepted by clinical facilities and therefore not accepted by the School of Nursing. The inability to be immunized for a medical reason may be considered on an individual basis. However, if outside clinical facilities cannot accommodate non-immunized students, there is the possibility that the requirements for graduation may not be able to be met. Any issues with immunizations must be disclosed prior to enrollment.

Every year you must submit a completed health statement (available through CastleBranch) that includes evidence of a complete physical exam, immunizations. It is the students' responsibility to ensure they order the correct tracker (e.g. new student, continuing student tracker codes).

IMMUNIZATIONS: There must be current documentation of the following vaccinations to the recommendations of the Centers for Disease Control:

Mumps, Rubella, Rubeola (MMR) – 2 vaccinations or Positive antibody titers for all 3 components (lab reports required).

• **Varicella (Chicken Pox)** – 1 vaccination or Positive antibody titer (lab report required) or medically documented history of disease.

• **Hepatitis B** – 3 vaccinations or Positive antibody titer (lab report required) or declination on file

• **Tetanus, Diphtheria & Pertussis (Tdap)** – There must be documentation of a Tdap booster within the past 10 years (once after the age of 19).

• **Tuberculosis PPD** includes documentation of the date it was placed, date it was read, and results.

○ A chest x-ray cannot be substituted for a TB skin test. A chest x-ray is only accepted as a follow-up to a positive TB skin test.

○ **TB Converter's** (Positive TB skin test reading or has been exposed to the disease)

• A chest x-ray must be submitted for initial health screening for HUSON

• After initial chest x-ray, **annual screening** will require you to submit a **TB Questionnaire**, validated by medical personnel or submit results from a **TB blood tests** (also called Interferon- gamma release assays or IGRAs)

• Chest x-rays are required every two years.

Seasonal Flu Vaccine

- **Annually** students must receive the updated seasonal flu vaccine or a Declination waiver for the current calendar year and update their certified profile by the deadline designated by the School of Nursing.
- Declination must be signed by healthcare provider (Declination/Waiver form provided within CastleBranch). Influenza declination - Several clinical sites require staff/students to wear a mask when providing nursing care if they have not received a flu shot

5. Cardiopulmonary Resuscitation

Current certification in cardiopulmonary resuscitation is required to enroll and remain enrolled in nursing clinical practicum courses. Students must complete and maintain certification from the American Heart Association (BLS for Health Care Providers) prior to beginning any practicum course. No online certifications will be accepted.

6. **Liability Insurance**

Annually, students are required to obtain and show PROOF of liability insurance to cover the periods of enrollment in practicum courses. Students are required to verify the amount of coverage that is required with the practicum course faculty. The policy must show evidence of coverage, list the start and end dates of coverage, and the amount of coverage. Students are encouraged to purchase liability insurance with any company of their choice. Students need professional insurance commensurate with the level of practice (advance practice) for which the individual student is preparing.

7. **State Licensure**

Licensed registered nurses must maintain unencumbered state license and demonstrate proof annually while matriculating in program.

PRACTICUM COURSES

Students enrolled who become pregnant, ill (resulting in hospitalization), and /or returning from surgery must notify the course instructor, their advisor, and the chairperson of the department as soon as they are made aware of the above mentioned circumstances. **A meeting with course instructor should be scheduled as soon as possible to discuss the students' progression in the course/program and to address areas as relate to Essential Functional Abilities.** They must also submit a Physician Statement form to the course instructor and chairperson. Students must provide documentation to course faculty, a statement of suitability to continue class and practicum activities; this includes any changes in status or limitations. In addition, pregnant students are still required to adhere to the current policies and guidelines of the clinical facility to which they are assigned. After delivery, surgery, or hospitalization, the physician must also sign a statement stating the student may return to school. Students may not return to class without documentation of provider release.

Absence or Tardiness in Clinical Areas

In the event of inclement weather, the School of Nursing will respond in accordance with the University's policy. Therefore, students should communicate with their instructor and the University website for further instructions.

Students' tardiness, failure to report to duty, and/or failure to notify the preceptor of absence can result in loss of clinical site. The development of a deep sense of professional responsibility toward clients and professional colleagues is a basic objective of the nursing curriculum. It is inevitable that if students fail to achieve this objective, this failure will be reflected in the clinical practicum grade. In addition to the policy, the following regulations must be observed.

1. Students who are unable to report for clinical experience must report by telephone, cell phone, etc. (a) to the preceptor or designee in advance prior to the scheduled practicum.
2. The nature of the student's clinical experience is such that attendance is necessary.
3. Students who are consistently negligent in their professional responsibilities will be reported to the Department Chairperson and the Dean of the School of Nursing. The general policies regarding progression and retention of students, which have been approved by the faculty and are stated in the Student Handbook, will be observed by the School of Nursing.

At the completion of the graduate nursing program, it will be necessary to verify the total number of clinical hours completed to the certification organization that will qualify graduates to take the examination.

Professionalism in Clinical Experiences

Learning experiences demonstrating application of knowledge, values, and skills take place in the clinical area. Ethical standards of conduct between the student and instructor must always be observed. At no time should the student be impolite in expressing feelings or opinions while in the clinical agencies. Cellular/portable telephones and/or beepers are not acceptable during clinical experiences.

**PRECEPTOR FORMS FOR NURSE
PRACTITIONER, NURSE EDUCATOR AND
NURSE ADMINISTRATOR**

**HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668**

**DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672**

Dear Preceptor:

Thank you for agreeing to precept one of our Hampton University nurse practitioner students. We understand the demands of clinical practice, and appreciate your willingness to participate in this teaching role. The students are beginning their first clinical rotations in the Family Nurse Practitioner program. They have completed Advanced Physical Assessment, Pathophysiology, Pharmacology. In this course, students will refine and expand their skills in history taking; health assessment; and management of health conditions seen in the gynecological, pediatric, adult and geriatric patients. Their knowledge and proficiency are evaluated by practicum evaluations and written examinations.

The NUR 618: Primary Care of Family I course includes lecture, clinical, and consultation with the instructor. The instructor is responsible for monitoring the student's progress and a site visit.

To begin the clinical experience, students should establish a clinical schedule, review clinical objectives, and discuss specifics of the practice. Initially, students should observe your practice. We expect them to be more independent and competent in interviewing, history taking, physical assessment, diagnosis, treatment (including applicable laboratory tests, imaging studies, referrals, and prescription writing), and documentation. The documentation must be confirmed by you.

In this packet, you will find a course description, objectives, preceptor agreement, preceptorship information form, and clinical evaluation form to be completed at the end of the rotation by preceptor. Please do not hesitate to contact me if you have questions.

Sincerely,

Hilda M. Williamson
Assistant Dean for Academic Affairs
Email: hilda.williamson@hamptonu.edu

Attachments

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

GUIDELINES AND AGREEMENT
PRECEPTORSHIP EXPERIENCES FOR NURSE PRACTITIONER PROGRAMS
NUR 618 - Primary Care of Family I

Student: (Print Name)

Preceptor: (Print Name)

Agency's Name: (Print)

Agency Address: (Print)

Faculty:

Course Number & Title:

Semester & Year:

GUIDELINES

Objectives

Upon completion of the preceptorship experience, the student should be able to:

1. Assess the health status, development, and functioning of individuals and families to establish a complete database.
2. Interpret data related to individuals and families to establish a list of potential and/or existing problems.
3. Develop and direct a comprehensive, holistic management plan establishing priorities with individuals and families.
4. Demonstrate ability to elicit an age-appropriate history, perform physical examinations, and interpret laboratory data based on client's health status and presenting problems within the adaptive modes.
5. Initiate and provide continuity of health care for individuals and families in collaboration with physicians, other health care providers, and community resources.
6. Evaluate the management plan based on individual and family progress.
7. Provide leadership and consultation within the community through health education and client advocacy and in developing needed services for individuals and families.
8. Utilize research methodology to advance the practice of primary care nursing.

Qualifications and Qualities of Preceptors

Individuals utilized as clinical preceptors for students during the nurse practitioner preceptorships

are selected by program faculty utilizing the following criteria. The preceptor shall:

1. Be a board certified or board eligible physician or certified nurse practitioner or nurse midwife.
2. Be an interested, competent, and experienced teacher.
3. Have a practical clinical approach to common health problems.
4. Be knowledgeable and experienced in theory and practice.
5. Be physically present in the clinical setting with adequate time for teaching.
6. Be responsive to individual student needs.
7. Be committed to the concept of team care in the delivery of health services.
8. Be supportive of the nurse practitioner role and aware of the capabilities and limitations inherent in the role.
9. Be knowledgeable and responsive to consumer needs and clinical resources.

AGREEMENT

The Preceptor Agrees to:

1. Provide learning experiences for the nurse practitioner student in the areas of client/family assessment, diagnosis, management, teaching, counseling, and follow-up.
2. Provide supervision and guidance of the student as skills are developed and refined.
3. Be available for consultation, validation, and discussion of client assessment, management, and client/family education carried out by the student.
4. Provide evaluation of the nurse practitioner student skills, progress, and professional development in collaboration with the student and faculty members.
5. Provide written evaluation of the nurse practitioner student's skills and progress.

The Student Agrees to:

1. Provide the preceptor with information on education and work experiences (vitae/resume) if requested.
2. Prepare in advance for each clinical session by review of:
 - a. The records of clients scheduled for the next preceptorship day.
 - b. Relevant current clinical literature and/or other resources.
3. Contact the preceptor and faculty member in advance in the event that a scheduled clinical session is to be missed.
4. Maintain a professional appearance and demeanor at all times.
5. Formulate learning objectives for each clinical session.
6. Actively seek new learning experience in the clinical practice setting.
7. Consult with the preceptor concerning each client seen.
8. Evaluate the experience at the end of the preceptorship.

The Faculty Member Agrees to:

1. Be available to student and/or preceptor during the experience.
2. Provide the preceptor with the course objective, content, and methodology in both didactic and clinical areas.
3. Make a site visit during the preceptorship.
4. Evaluate the experience with the student and the preceptor.

Related Responsibilities of the Parties Involved:

1. Students will maintain active licensure as RN's in the state in which the clinical experience is being held.
2. Students will carry their own professional liability insurance.
3. The preceptor and the preceptor's agency agree to provide a mechanism to keep the student informed of current policies and procedures.
4. The preceptor and the preceptor's agency reserve the right to preserve the integrity of client

care and to refuse access to any student who violates established standards of clinical or administrative practice.

5. The preceptor and the preceptor's agency will provide physical space for the student and client to interact.

I have understood and agreed to this document.

(Signatures)

Student: _____ **Date:** _____

Preceptor: _____ **Date:** _____

Faculty Member: _____

Date: _____

Revised June 2018

HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

Practicum Preceptor Information Form

Course Number & Title: _____

Instructor: _____

Semester/Year: _____

Student Name: _____

Student Address: _____ City: _____ State: _____ Zip: _____

Preceptor Name: _____

Title: _____

Credentials (Please attach CV or Resume) Board Certified Yes or No

Board Eligible Yes or No

Physician Certified Nurse Practitioner Nurse Midwife

Dates of Preceptorship: _____ to _____

Preceptor Email: _____

Preceptor Phone Number: (_____) _____ - _____

Preceptor Signature: _____

Student Signature: _____

=====

For HUSON Office Use Only:

Date Received: _____ Faculty Signature: _____

Revised June 2018

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

ADVANCED PRACTICE NURSING
PRECEPTOR CLINICAL EVALUATION
Course Number & Title: NUR 618 - Primary Care of Family I

This tool was designed to assist with identification of practice competencies for the first clinical rotation for the Advanced Practice Nursing student. Its purpose is to assess the performance of the student in the clinical setting. Currently, students should have completed a course in advanced physical assessment, advanced pharmacology and advanced pathophysiology. This clinical rotation is the clinical component of the Advanced Practice Nurse Practitioner track. Below is a rating scale and areas that the student should be proficient in at this level of the curriculum.

- Skill demonstrated < 50% of the time in clinical area 1**
- Skill demonstrated approximately 70% of the time in clinical area..... 2**
- Skill demonstrated approximately 80% of the time in clinical area..... 3**
- Skill demonstrated approximately 90% of the time in the clinical area ... 4**
- Skill demonstrated 100% of the time in clinical area 5**

PHYSICAL ASSESSMENT					
Selects and performs appropriate examination	1	2	3	4	5
Accurately identifies abnormal findings	1	2	3	4	5
Accurately analyzes presenting signs and symptoms	1	2	3	4	5
Accurately analyzes complex symptoms	1	2	3	4	5

COMMUNICATION SKILLS					
Utilizes appropriate interviewing techniques	1	2	3	4	5
Presents factual, logical and appropriate information Pertaining to clients complaints to preceptor.....	1	2	3	4	5
Records accurate and complete SOAP notes	1	2	3	4	5
Establishes rapport with clients	1	2	3	4	5
Presents problem focused history of the clients	1	2	3	4	5

CRITICAL THINKING SKILLS					
Analyzes health records and chart information	1	2	3	4	5
Demonstrates application of pathophysiology	1	2	3	4	5
Prioritizes information to arrive at accurate Dx.	1	2	3	4	5
Assesses Health promotion and disease Prevention Needs	1	2	3	4	5
Presents logical plan of care	1	2	3	4	5

**ADVANCED PRACTICE NURSING
PRECEPTOR CLINICAL EVALUATION**

DIAGNOSIS					
Able to think critically and identify appropriate Diagnoses and differential diagnoses.....	1	2	3	4	5
Selects the appropriate diagnosis for the client	1	2	3	4	5
Able to select appropriate diagnostic tests	1	2	3	4	5
Interprets test findings without assistance	1	2	3	4	5
Interprets test findings with assistance	1	2	3	4	5

PLAN OF CARE					
Able to apply theory to plan of care	1	2	3	4	5
Able to apply research to plan of care	1	2	3	4	5
Applies non-pharmacologic strategies where appropriate	1	2	3	4	5
Selects appropriate pharmacologic agents	1	2	3	4	5
Provides appropriate health education and Counseling for clients problem.....	1	2	3	4	5
Documents accurate follow-up plan	1	2	3	4	5

PROFESSIONALISM					
Student is on time for the start of clinical rotations	1	2	3	4	5
Student is dressed appropriately for clinical rotations	1	2	3	4	5
Student assumes responsibility for their own practice	1	2	3	4	5
Student able to work well with others in clinical area	1	2	3	4	5
Acknowledges ethical and legal responsibility for their Own clinical practice.....	1	2	3	4	5

TOTAL _____

Preceptor's Comments:

Name of Student (Print): _____

Student Signature: _____ **Date:** _____

Name of Preceptor (Print): _____

Preceptor Signature: _____

Date: _____

Revised June 2018

**HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668**

**DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672**

Dear Preceptor:

Thank you for agreeing to precept one of our Hampton University nurse educator students. We understand the demands of clinical practice, and appreciate your willingness to participate in this teaching role. The students are entering the teaching in nursing course as part of their second and final year of the masters' program.

The NUR 605: Teaching of Nursing course includes lecture, clinical, and consultation with the instructor. Students refine critical analysis, and problem-solving skills. Additionally, they will develop and implement a lesson plan for a unit appropriate to your course. Their participation in the clinical setting associated with your course is also required. The instructor is responsible for monitoring the student's progress and a site visit.

To begin the clinical experience, students should establish a clinical schedule, review clinical objectives, and discuss specifics of the academic setting. Students are expected to attend team, committee, or department meetings.

In this packet, you will find a course description, objectives, preceptor agreement, preceptorship information form, and clinical evaluation form to be completed at the end of the rotation by preceptor. Please do not hesitate to contact me if you have questions.

Sincerely,

Arlene J. Montgomery
Arlene J. Montgomery, PhD, RN
Professor, Department of Graduate Nursing Education
Email: arlene.montgomery@hamptonu.edu
Office phone: 757-727-5672

Attachments

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

GUIDELINES AND AGREEMENT
PRECEPTORSHIP EXPERIENCES FOR NURSE EDUCATOR TRACK

Student: (Print Name)

Preceptor: (Print Name)

Agency's Name: (Print)

Agency Address: (Print)

Faculty: Dr. Arlene J. Montgomery

Course Number: Nursing 605 – Teaching of Nursing

Semester & Year: _____

GUIDELINES

Objectives

Upon completion of the preceptorship experience, the student should be able to:

1. Design appropriate learning experiences which will facilitate the achievement of learning goals in the cognitive, psychomotor, and affective domains.
2. Select appropriate instructional media to enhance students' learning.
3. Prepare and implement teaching plans which reflect the conceptual framework of the institution and nursing program and which meet the needs of students of diverse academic abilities and cultural backgrounds.
4. Utilize varied methods of evaluation to determine students' progress in achieving learning goals in both classroom and clinical settings.
5. Discuss the various roles and expectations of nursing faculty members in collegiate settings and their impact on individual faculty members' careers.

Qualifications and Qualities of Preceptors

Individuals utilized as clinical preceptors for students during the nurse educator preceptorships are selected by program faculty utilizing the following criteria. The preceptor shall:

1. Be an experienced (3-5yrs) nurse educator in an accredited associate or baccalaureate nursing program.
2. Be an interested, competent, and experienced teacher.
3. Have experience as a clinical faculty (2-3 yrs.).
4. Be knowledgeable and experienced in theory and practice.
5. Be physically present in the academic and clinical settings with adequate time for consultation and guidance.
6. Be responsive to individual student learning needs.
7. Be committed and display the concept of collegiality while implementing the nurse faculty role.
8. Be supportive of the nurse educator role and aware of the capabilities and limitations inherent in the role.
9. Be knowledgeable and responsive to stakeholder needs associated with nursing education.

AGREEMENT

The Preceptor Agrees to:

1. Provide learning experiences for the nurse educator student in the areas of curriculum, teaching, student learning outcomes and evaluation.
2. Provide supervision and guidance of the student as skills are developed and refined.
3. Be available for consultation, validation, and discussion of student learning experiences, and performance in classroom and clinical settings.
4. Provide evaluation of the nurse educator student skills, progress, and professional development in collaboration with the student and faculty member.
5. Provide written evaluation of the nurse educator student's skills and progress.

The Student Agrees to:

1. Identify a preceptor/faculty member in a baccalaureate or associate nursing degree program.
2. Once the faculty member agrees to act as preceptor, arrange a meeting with both the preceptor and graduate instructor to review course requirements and expectations.
3. Arrange an orientation session with the preceptor in order to discuss the preceptor's expectations of the graduate student in the course; the course objectives, content, teaching approaches, requirements, evaluation, etc.; the level and kind of students in the course; and the clinical agency used.
4. In consultation with the preceptor, select two students with whom the graduate student will work during the teaching experience. The graduate student will:
 1. Participate in the selection of learning experiences for these students.
 2. Facilitate student attainment of course objectives.
 3. Contribute to the evaluation of student performance and provide supporting data for evaluation.
5. In consultation with the preceptor, select one unit of content to be presented in a one-two hour session for which a teaching plan will be developed. Identify date and time for the presentation and make arrangements with the graduate instructor.
6. Submit to the preceptor and the graduate instructor, at least one week prior to the formal class presentation, the teaching plan which should include the following:
 - a. Brief description of the concept/topic/skill to be taught.
 - b. Brief description of the learners.
 - c. Objectives and content outline.
 - d. Description of the teaching methods and materials to be used.

- e. Description of the method to be used in evaluating learning.
- f. Test blueprint and quiz to be used in evaluating learning.
- 7. Arrange periodic conferences with the preceptor to discuss progress and performance of the graduate student.

The Faculty Member Agrees to:

- 1. Be available to student and/or preceptor during the experience.
- 2. Provide the preceptor with the course objective, content, and methodology in both didactic and clinical areas.
- 3. Make a site visit during the preceptorship.
- 4. Evaluate the experience with the student and the preceptor.

Related Responsibilities of the Parties Involved:

- 1. Students will maintain active licensure as RN's in the state in which the clinical experience is being held.
- 2. Students will carry their own professional liability insurance.
- 3. The preceptor and the preceptor's agency agree to provide a mechanism to keep the student informed of current policies and procedures.
- 4. The preceptor and the preceptor's agency reserve the right to preserve the integrity of client care and to refuse access to any student who violates established standards of clinical or administrative practice.
- 5. The preceptor and the preceptor's agency will provide physical space for the student and client to interact.

I have understood and agreed to this document.

(Signatures)

Student: _____ **Date:** _____

Preceptor: _____ **Date:** _____

Faculty Member: _____ **Date:** _____

HAMPTON UNIVERSITY
 HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

NURSE EDUCATOR
PRECEPTOR CLINICAL EVALUATION
Course Number & Title- Nursing 605– Teaching of Nursing

This tool was designed to assist with identification of practice competencies for the master’s student – Educator Track. Its purpose is to assess the performance of the student in the clinical setting. Below is a rating scale and areas that the student should be proficient in at this level of the curriculum.

- Skill demonstrated < 50% of the time in clinical area 1**
- Skill demonstrated approximately 70% of the time in clinical area..... 2**
- Skill demonstrated approximately 80% of the time in clinical area..... 3**
- Skill demonstrated approximately 90% of the time in the clinical area ... 4**
- Skill demonstrated 100% of the time in clinical area 5**

NURSING PRACTICE					
Conducts a comprehensive and systematic assessment as a	1	2	3	4	5
for decision making.					
Applies best available evidence from nursing and other sciences	1	2	3	4	5
foundation for practice.					
Establish therapeutic relationships to negotiate patient-centered	1	2	3	4	5
culturally appropriate, evidence-based goals and modalities of care.					
COMMUNICATION SKILLS					
Analyze and communicate critical elements necessary for the	1	2	3	4	5
evaluation of health care information systems and patient care technology.					
Apply technologies to advance patient education, to enhance	1	2	3	4	5
of care, and improve health care outcomes					
EVIDENCED BASED PRACTICE					
Translates evidence into practice.	1	2	3	4	5
Applies theories and evidence-based knowledge in leading	1	2	3	4	5
(where appropriate) the healthcare team to design, coordinate, and evaluate the delivery of care.					

POPULATION HEALTH/HEALTH PROMOTION

Advocate for patients, families, caregivers, communities and members of the healthcare team.	1	2	3	4	5
Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation and evaluation of care.	1	2	3	4	5
INFORMATICS					
Navigate and document clear and concise responses to care in the medical or community record for the patient, where appropriate for clinical setting.	1	2	3	4	5
Protect confidentiality of electronic health records data, knowledge of technology in an ethical manner.	1	2	3	4	5
PROFESSIONALISM					
Build and lead collaborative interprofessional care teams through teaching, coaching and mentoring	1	2	3	4	5
Lead change to improve quality care outcomes while principles of quality management, risk reduction and patient safety.	1	2	3	4	5

TOTAL _____

Preceptor's Comments: _____

Name of Student (Print): _____

Student Signature: _____ **Date:** _____

Name of Preceptor (Print): _____

Preceptor Signature: _____ **Date:** _____

Revised September 2019

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

Practicum Preceptor Information Form

Course Number: NUR 605 – Teaching of Nursing

Instructor: Dr. Arlene J. Montgomery

Semester/Year: _____

Student Name: _____
(Please Print)

Student Address: _____ City: _____ State: _____ Zip: _____

Preceptor Name: _____
(Please Print)

Title: _____

Credentials (Please attach CV or Resume) Highest Nursing Degree _____

Certification _____ Years as Faculty _____ Years as
Administrator _____

Dates of Preceptorship: _____ to _____

Preceptor Email: _____

Preceptor Phone Number: (_____) _____ - _____

Preceptor Signature: _____

Student Signature: _____

=====

For HUSON Office Use Only:

Date Received: _____ Faculty

Signature: _____

Revised September 2019

**HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668**

**DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672**

Dear Preceptor:

Thank you for agreeing to precept one of our Hampton University nurse administrator students. We understand the demands of clinical practice, and appreciate your willingness to participate in this teaching role. The students are entering the advanced nursing administration course as part of their second and final year of the masters' program.

The NUR 607: Advanced Nursing Administration course includes lecture, clinical, and consultation with the instructor. Students refine critical analysis and problem-solving skills. The instructor is responsible for monitoring the student's progress and a site visit.

To begin the clinical experience, students should establish a clinical schedule, review clinical objectives, and discuss specifics of the practice. Initially, students should observe you in your role. We expect them to be more independent and complete, upon your approval, a project related to nursing administration which will be of benefit to you and your agency.

In this packet, you will find a course description, objectives, preceptor agreement, preceptorship information form, and clinical evaluation form to be completed at the end of the rotation by preceptor. Please do not hesitate to contact me if you have questions.

Sincerely,

Arlene J. Montgomery
Arlene J. Montgomery, PhD, RN
Professor, Department of Graduate Nursing Education
Email: arlene.montgomery@hamptonu.edu
Office phone: 757-727-5672

Attachments

7. Project future roles and criteria by which the nurse administrator will function and be evaluated in service, education and research responsibilities.
8. Conduct an investigative study in collaboration with a nurse administrator preceptor of an administrative problem having fiscal implications for nursing practice.
9. Utilize the research process, in collaboration with preceptor, to propose a program to enhance optimal client care.

Qualifications and Qualities of Preceptors

Individuals utilized as clinical preceptors for students during the nurse educator preceptorships are selected by program faculty utilizing the following criteria. The preceptor shall:

1. Be an experienced (3-5yrs) nurse administrator in a health care system.
2. Be an interested, competent, and experienced nurse administrator.
3. Be knowledgeable and experienced in theory and practice of planning, organizing, directing, coordinating and evaluating nursing services.
4. Be physically present in the clinical settings with adequate time for consultation and guidance.
5. Be responsive to individual student learning needs.
6. Be committed and display the concept of collaboration while implementing the nurse administrator role.
7. Be supportive of the nurse administrator role and aware of the capabilities and limitations inherent in the role.
8. Be knowledgeable and responsive to stakeholder needs associated with providing health care to a diverse population.

AGREEMENT

The Preceptor Agrees to:

1. Provide learning experiences for the nurse administrator student in the areas of fiscal and human resource management.
2. Provide supervision and guidance of the student as skills are developed and refined.
3. Be available for consultation, validation, and discussion of student learning experiences, and performance in clinical settings.
4. Provide evaluation of the nurse administrator student's skills, progress, and professional development in collaboration with the student and faculty member.
5. Provide written evaluation of the nurse administrator student's skills and progress.

The Student Agrees to:

1. Identify a nurse administrator preceptor in a health care setting with faculty approval.
2. Once the administrator agrees to act as preceptor, arrange a meeting with both the preceptor and graduate faculty to review course requirements and expectations.
3. Arrange an orientation session with the preceptor in order to discuss the preceptor's/student's expectations in the course; the course objectives, content, teaching approaches, requirements, evaluation, etc.
4. In consultation with the preceptor, select a topical clinical/administrative research project that is related to the administrative practicum.
5. Participate in selected administrative situations, using the administrative process as a

framework for analysis of the nurse administrator role.

6. Arrange periodic conferences with the preceptor to discuss their progress and performance in the clinical setting.
7. Provide an end of preceptorship evaluation of the administrator preceptor and the clinical setting.

The Faculty Member Agrees to:

1. Be available to student and/or preceptor during the experience.
2. Provide the preceptor with the course objective, content, and methodology in both didactic and clinical areas.
3. Make a site visit during the preceptorship.
4. Evaluate the experience with the student and the preceptor.

Related Responsibilities of the Parties Involved:

5. Students will maintain active licensure as an RN in the state in which the clinical experience is being held.
6. Students will carry their own professional liability insurance.
7. The preceptor and the preceptor's agency agree to provide a mechanism to keep the student informed of current policies and procedures.
8. The preceptor and the preceptor's agency reserve the right to preserve the integrity of client care and to refuse access to any student who violates established standards of clinical or administrative practice.
9. The preceptor and the preceptor's agency will provide physical space for student/ preceptor interactions.

I have understood and agreed to this document.

(Signatures)

Student: _____

Date: _____

Preceptor: _____

Date: _____

Faculty Member: _____

Date: _____

Revised September 2018

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

PRECEPTOR CLINICAL EVALUATION
Nursing 607- Advanced Nursing Administration

This tool was designed to assist with identification of practice competencies for the master's student in the Administration Track. Its purpose is to assess the performance of the student in the clinical setting. Below is a rating scale and areas that the student should be proficient in at this level of the curriculum.

- Skill demonstrated < 50% of the time in clinical area 1**
- Skill demonstrated approximately 70% of the time in clinical area..... 2**
- Skill demonstrated approximately 80% of the time in clinical area..... 3**
- Skill demonstrated approximately 90% of the time in the clinical area ... 4**
- Skill demonstrated 100% of the time in clinical area 5**

COMMUNICATION & RELATIONSHIP MANAGEMENT					
Uses factual data to develop reports.	1	2	3	4	5
Ability to communicate clearly & effectively with agency personnel and preceptor.	1	2	3	4	5
Participates in post conference	1	2	3	4	5
Establishes rapport with employees and faculty preceptor.	1	2	3	4	5
LEADERSHIP					
Demonstrated leadership skills & behavior	1	2	3	4	5
Demonstrate understanding of the impact of organizational culture on outcomes.	1	2	3	4	5
Knowledge of own & others cultural norms.	1	2	3	4	5
Presents problems (lecture/clinical) that are evidenced based.	1	2	3	4	5
Attend team meeting, committee or departmental meetings.	1	2	3	4	5

KNOWLEDGE OF HEALTH CARE ENVIRONMENT					
Appropriate use of information from regulatory agencies.	1	2	3	4	5
Understands patient's perception as influenced by cultural differences and outcomes.	1	2	3	4	5
Recognizes interrelationships among access, quality, cost, Resources, and stakeholder accountability in patient care.	1	2	3	4	5
Demonstrates understanding of staffing methodologies.					
Demonstrates understanding of conducting performance evaluations	1	2	3	4	5
	1	2	3	4	5

BUSINESS SKILLS AND KNOWLEDGE					
Conferences with director(s) in the following areas:	1	2	3	4	5
Strategic Planning/marketing.	1	2	3	4	5
Financial Management.	1	2	3	4	5
Quality Improvement.	1	2	3	4	5
Human Resources.	1	2	3	4	5
Agency Accreditation	1	2	3	4	5

PROFESSIONALISM					
Student is on time for the start of clinical rotations.	1	2	3	4	5
Student is dressed appropriately for clinical rotations.	1	2	3	4	5
Student demonstrates personal & professional accountability.	1	2	3	4	5
Student demonstrates respect for others in the health care environment.	1	2	3	4	5
Student upholds and acts upon ethical and professional standards.	1	2	3	4	5

TOTAL _____

Preceptor's Comments:

(Signatures)

Student: _____ **Date:** _____

Preceptor: _____ **Date:** _____

Faculty Member: _____

Date: _____

Revised September 2018

HAMPTON UNIVERSITY

HAMPTON, VIRGINIA 23668

**DEPARTMENT OF GRADUATE NURSING EDUCATION SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672**

Practicum Preceptor Information Form

Course Number: NUR 607 – Advanced Nursing Administration

Instructor: Dr. Arlene J. Montgomery

Semester/Year: _____

Student Name: _____
(Please Print)

Student Address: _____ **City:** _____ **State:** ____ **Zip:** _____

Preceptor Name: _____
(Please Print)

Title: _____

Credentials (Please attach CV or Resume) Highest Nursing Degree ____

Certification_____ **Years as Faculty**_____ **Years as Administrator**_____

Dates of Preceptorship: _____ **to** _____

Preceptor Email: _____

Preceptor Phone Number: (_____) _____ - _____

Preceptor Signature: _____

Student Signature: _____

=====

For HUSON Office Use Only:

Date Received: _____ **Faculty**

Signature: _____

HAMPTON UNIVERSITY
School of Nursing
Department of Graduate Nursing Education
Clinical Site Evaluation

Course Title & Number: _____

Preceptor's Clinical Site: _____

Preceptor's Clinical Site Address: _____

Clinical Faculty: _____

Semester/Year: _____

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. The clinical site was conducive to achieving the overall objectives of the course.					
2. Clinical experiences were available to meet the learning needs of the student.					
3. Resources were available to support student learning.					
4. Staff members (nursing and others) were supportive and receptive to student learning.					
5. I (we) recommend continued use of this clinical site.					
6. Practicum site exposed students to individuals with diverse life experiences, perspectives, and backgrounds					
7. Overall, I was satisfied with this clinical experience					

7. Comments _____

8. What aspects of the practicum site promote your learning experience?

9. What aspects of the practicum site limit your learning experience?

10. What additional resources are needed to improve the experience at this practicum site?

Revised November 2019

**HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668**

**DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672**

Dear Preceptor:

Thank you for agreeing to precept one of our Hampton University nurse practitioner students. We understand the demands of clinical practice, and appreciate your willingness to participate in this teaching role. The students are entering their final clinical rotations in the Family Nurse Practitioner program. They have completed Advanced Physical Assessment, Pathophysiology, Pharmacology, Primary Care of Family I, and Primary Care of Family II: Specific Population. In this course, students will refine and expand their skills in history taking; health assessment; and management of health conditions seen in the gynecological, pediatric, adult and geriatric patients. Their knowledge and proficiency are evaluated by practicum evaluations and written examinations.

The NUR 621: Primary Care of Family III course includes lecture, clinical, and consultation with the instructor. Students refine critical analysis and problem-solving skills. The instructor is responsible for monitoring the student's progress and a site visit.

To begin the clinical experience, students should establish a clinical schedule, review clinical objectives, and discuss specifics of the practice. Initially, students should observe your practice. We expect them to be more independent and competent in interviewing, history taking, physical assessment, diagnosis, treatment (including applicable laboratory tests, imaging studies, referrals, and prescription writing), and documentation. The documentation must be confirmed by you.

In this packet, you will find a course description, objectives, preceptor agreement, preceptorship information form, and clinical evaluation form to be completed at the end of the rotation by preceptor. Please do not hesitate to contact me if you have questions.

Sincerely,

Hilda M. Williamson
Hilda M. Williamson, EdD, RN, FNP
Assistant Dean for Academic Affairs
Email: hilda.williamson@hamptonu.edu

Attachments

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

GUIDELINES AND AGREEMENT
PRECEPTORSHIP EXPERIENCES FOR NURSE PRACTITIONER PROGRAMS

Student: (Print Name)

Preceptor: (Print Name)

Agency's Name: (Print)

Agency Address: (Print)

Faculty:

Dr. Hilda Williamson

Course Number:

Nursing 621 – Primary Care of Family II

Semester & Year:

GUIDELINES

Objectives

Upon completion of the preceptorship experience, the student should be able to:

1. Assess the health status, development, and functioning of individuals and families to establish a complete database.
2. Interpret data related to individuals and families to establish a list of potential and/or existing problems.
3. Develop and direct a comprehensive, holistic management plan establishing priorities with individuals and families.
4. Demonstrate ability to elicit an age-appropriate history, perform physical examinations, and interpret laboratory data based on client's health status and presenting problems within the adaptive modes.
5. Initiate and provide continuity of health care for individuals and families in collaboration with physicians, other health care providers, and community resources.
6. Evaluate the management plan based on individual and family progress.

7. Provide leadership and consultation within the community through health education and client advocacy and in developing needed services for individuals and families.
8. Utilize research methodology to advance the practice of primary care nursing.

Qualifications and Qualities of Preceptors

Individuals utilized as clinical preceptors for students during the nurse practitioner preceptorships are selected by program faculty utilizing the following criteria. The preceptor shall:

1. Be a board certified or board eligible physician or certified nurse practitioner or nurse midwife.
2. Be an interested, competent, and experienced teacher.
3. Have a practical clinical approach to common health problems.
4. Be knowledgeable and experienced in theory and practice.
5. Be physically present in the clinical setting with adequate time for teaching.
6. Be responsive to individual student needs.
7. Be committed to the concept of team care in the delivery of health services.
8. Be supportive of the nurse practitioner role and aware of the capabilities and limitations inherent in the role.
9. Be knowledgeable and responsive to consumer needs and clinical resources.

AGREEMENT

The Preceptor Agrees to:

1. Provide learning experiences for the nurse practitioner student in the areas of client/family assessment, diagnosis, management, teaching, counseling, and follow-up.
2. Provide supervision and guidance of the student as skills are developed and refined.
3. Be available for consultation, validation, and discussion of client assessment, management, and client/family education carried out by the student.
4. Provide evaluation of the nurse practitioner student skills, progress, and professional development in collaboration with the student and faculty members.
5. Provide written evaluation of the nurse practitioner student's skills and progress.

The Student Agrees to:

1. Provide the preceptor with information on education and work experiences (vitae/resume) if requested.
2. Prepare in advance for each clinical session by review of:
 - a. The records of clients scheduled for the next preceptorship day.
 - b. Relevant current clinical literature and/or other resources.
3. Contact the preceptor and faculty member in advance in the event that a scheduled clinical session is to be missed.
4. Maintain a professional appearance and demeanor at all times.
5. Formulate learning objectives for each clinical session.
6. Actively seek new learning experience in the clinical practice setting.
7. Consult with the preceptor concerning each client seen.
8. Evaluate the experience at the end of the preceptorship.

The Faculty Member Agrees to:

1. Be available to student and/or preceptor during the experience.
2. Provide the preceptor with the course objective, content, and methodology in both didactic and clinical areas.
3. Make a site visit during the preceptorship.
4. Evaluate the experience with the student and the preceptor.

Related Responsibilities of the Parties Involved:

1. Students will maintain active licensure as RN's in the state in which the clinical experience is being held.
2. Students will carry their own professional liability insurance.
3. The preceptor and the preceptor's agency agree to provide a mechanism to keep the student informed of current policies and procedures.
4. The preceptor and the preceptor's agency reserve the right to preserve the integrity of client care and to refuse access to any student who violates established standards of clinical or administrative practice.
5. The preceptor and the preceptor's agency will provide physical space for the student and client to interact.

I have understood and agreed to this document.

(Signatures)

Student:		Date:	
Preceptor:		Date:	
Faculty Member:		Date:	

Revised June 2018

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

ADVANCED PRACTICE NURSING
PRECEPTOR CLINICAL EVALUATION
Nursing 621– Primary Care of Family III

This tool was designed to assist with identification of practice competencies for the first clinical rotation for the Advanced Practice Nursing student. Its purpose is to assess the performance of the student in the clinical setting. Currently, students should have completed a course in advanced physical assessment, advanced pharmacology and advanced pathophysiology. This clinical rotation is the clinical component of the Advanced Practice Nurse Practitioner track. Below is a rating scale and areas that the student should be proficient in at this level of the curriculum.

- Skill demonstrated < 50% of the time in clinical area 1
- Skill demonstrated approximately 70% of the time in clinical area..... 2**
- Skill demonstrated approximately 80% of the time in clinical area..... 3**
- Skill demonstrated approximately 90% of the time in the clinical area ... 4**
- Skill demonstrated 100% of the time in clinical area 5**

PHYSICAL ASSESSMENT					
Selects and performs appropriate examination	1	2	3	4	5
Accurately identifies abnormal findings	1	2	3	4	5
Accurately analyzes presenting signs and symptoms	1	2	3	4	5
Accurately analyzes complex symptoms	1	2	3	4	5

COMMUNICATION SKILLS					
Utilizes appropriate interviewing techniques	1	2	3	4	5
Presents factual, logical and appropriate information Pertaining to clients complaints to preceptor.....	1	2	3	4	5
Records accurate and complete SOAP notes	1	2	3	4	5
Establishes rapport with clients	1	2	3	4	5
Presents problem focused history of the clients	1	2	3	4	5

CRITICAL THINKING SKILLS					
Analyzes health records and chart information	1	2	3	4	5
Demonstrates application of pathophysiology	1	2	3	4	5
Prioritizes information to arrive at accurate Dx.	1	2	3	4	5
Assesses Health promotion and disease Prevention Needs	1	2	3	4	5
Presents logical plan of care	1	2	3	4	5

**ADVANCED PRACTICE NURSING
PRECEPTOR CLINICAL EVALUATION**

DIAGNOSIS					
Able to think critically and identify appropriate Diagnoses and differential diagnoses.....	1	2	3	4	5
Selects the appropriate diagnosis for the client	1	2	3	4	5
Able to select appropriate diagnostic tests	1	2	3	4	5
Interprets test findings without assistance	1	2	3	4	5
Interprets test findings with assistance	1	2	3	4	5

PLAN OF CARE					
Able to apply theory to plan of care	1	2	3	4	5
Able to apply research to plan of care	1	2	3	4	5
Applies non-pharmacologic strategies where appropriate	1	2	3	4	5
Selects appropriate pharmacologic agents	1	2	3	4	5
Provides appropriate health education and Counseling for clients problem.....	1	2	3	4	5
Documents accurate follow-up plan	1	2	3	4	5

PROFESSIONALISM					
Student is on time for the start of clinical rotations	1	2	3	4	5
Student is dressed appropriately for clinical rotations	1	2	3	4	5
Student assumes responsibility for their own practice	1	2	3	4	5
Student able to work well with others in clinical area	1	2	3	4	5
Acknowledges ethical and legal responsibility for their Own clinical practice.....	1	2	3	4	5

TOTAL _____

Preceptor's Comments: _____

(Signatures)

Student: _____ **Date:** _____

Preceptor: _____ **Date:** _____

Faculty Member: _____ **Date:** _____

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF GRADUATE NURSING EDUCATION
SCHOOL OF NURSING
WILLIAM FREEMAN HALL
(757) 727-5672

Practicum Preceptor Information Form

Course Number: Nur 621 – Primary Care of Family III

Instructor: Dr. Sherri Saunders-Goldson/Dr. D. McGlone

Semester/Year: _____

Student Name: _____

(Please Print)

Student Address: _____ City: _____ State: _____ Zip: _____

Preceptor Name: _____

(Please Print)

Title: _____

Credentials (Please attach CV or Resume) Board Certified Yes or No Board Eligible Yes or No

Physician Certified Nurse Practitioner Nurse Midwife

Dates of Preceptorship: _____ to _____

Preceptor Email: _____

Preceptor Phone Number: (_____) _____ - _____

Preceptor Signature: _____

Student Signature: _____

=====

For HUSON Office Use Only:

Date Received: _____ Faculty

Signature: _____

Revised June 2018

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

DOCTOR OF PHILOSOPHY DEGREE IN NURSING

Hampton University offers the Doctor of Philosophy degree in nursing. The University has authorization from the Council of Higher Education in Virginia to enroll students in doctoral level courses in the Ph.D. Program. Hampton University is accredited by the Southern Association of Colleges and School's Commission on Colleges to award doctoral degrees. The School of Nursing is approved by the Virginia Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE).

Goals and Objectives

The major goal of the Ph.D. in nursing program is the preparation of nurse scholars, educators and researchers prepared to advance scientific knowledge and to influence the development of effective healthcare policies and practices. Additionally, the program will prepare nurse leaders who can influence delivery of and access to primary healthcare for high risk, unserved, underserved populations with an emphasis on families. The objectives of the PhD nursing program at Hampton University are to: (a) establish a research oriented environment in which students may study advanced topics in nursing beyond the master's level, participate in state-of-the-art-research and pursue original ideas and concepts that contribute to the body of knowledge in nursing; and, (b) provide a source of nurse scholars, educators and researchers prepared to advance scientific knowledge for local, state and national health needs.

Depth of knowledge in family nursing is developed through required core courses, related cognates, independent study, and dissertation research. The student's program of study will examine knowledge development in nursing of the family as the integral unit of the nation's healthcare consumer. The program of study also will evolve from an understanding of the impact of a wide range of historical and cultural influences on the discipline to an analysis of how emerging societal issues influence knowledge development. An annual residency provide opportunities for faculty and students to collaborate with national leaders on family health issues such as the family's response to illness, social factors affecting family health, family burden, family factors in health promotion and disease prevention and modes of delivering primary health care to families in crisis.

Doctor of Philosophy Program Regular Admission Requirements

The Doctor of Philosophy degree program is designed to prepare nurse scholars and educators who will provide leadership in knowledge development through theory generating and theory testing research. Students enrolling in the PhD program are expected to possess significant intellectual ability and scientific integrity and to engage in research focused on the family. Students in this program take a core of required courses in theory and research followed by cognate courses that support a chosen area of research inquiry. The doctoral program has an optional education track. A minimum of 48 credit hours of study beyond the master's level is required. All students must pass a comprehensive examination, and must also complete and defend a dissertation that presents original family or family-related research prior to being awarded a degree.

Students seeking admission to the doctor of philosophy program are subject to the rules and regulations of the Graduate College. Admission to the PhD program is open to all qualified applicants who meet the requirements. In addition, admission to the doctoral program requires the following:

1. A master of science degree in nursing from an accredited program.
2. A graduate record grade point average (GPA) of at least 3.5 on a 4.0 scale.
3. A completed application submitted to the Graduate College.
4. A personal statement that delineates the applicant's (1) rationale for selecting Hampton University's doctoral program, (2) description of goals and aspirations, (3) expectations of

- doctoral study, (4) previous research and scholarship, and (5) current research interest that could lead to the development of a dissertation. The statement should be between 3 and 5 typed pages using 12-point font, double spaced, (Times Roman or Arial).
5. A current curriculum vita that includes sections on education, research and scholarly activity, and service.
 6. A current valid license to practice professional nursing within the United States at the time of admission.
 7. A telephone/remote/on site interview (at applicant expense) with a faculty member who teaches in the doctoral program.
 8. Three (3) letters of recommendation from professionals familiar with the applicant's qualifications are required. Letters should be on professional letterhead and address the applicant's qualifications. Recommendations must come from professionals, such as the applicant's most recent employer, a previous nursing professor, supervisors, and/or nurse managers. The professional providing the reference must also complete Parts II and III of the recommendation. The recommendation package is available online at <http://huonline.hamptonu.edu/>.
 9. Approval of the Graduate Admissions, Scholarship and Standards Committee of the School of Nursing.
 10. A candidate cannot take a doctoral course as a non-degree student.
 11. Admission to the Doctor of Philosophy program is administered by School of Nursing through HamptonU Online at: <http://huonline.hamptonu.edu/>

Complete applications for admission must be received by the published deadline of March 15th for fall admission.

The entire application package, including the application form, transcripts, and letters of recommendation must be submitted electronically or mailed to Hu Online at: <http://huonline.hamptonu.edu/> . Information is then sent to the School of Nursing for review and a decision. Ultimately the admission offer is provided in writing to the prospective student by the Graduate College.

Program Overview

The Ph.D. in Nursing program at Hampton University requires a minimum of 60 hours of course work and the completion of an original research study resulting in the dissertation. The program is designed such that students may complete all requirements for the Ph.D. within three (3) years. Courses are taught in eight (8) sessions year round. Once a student enters into the Dissertation phase, he/she must maintain continuous enrollment (fall, spring, and summer semester/terms) until all degree requirements are completed.

Family and family-related research and higher education in nursing are the two areas of emphasis for the degree. Core, research and dissertation courses requirements are the same for all students regardless of their research interests. Students are able to pursue their individual interests by selecting cognate courses. Students may only select one cognate – Family/ Family Related Nursing or Nurse Educator. The program is designed to be flexible enough to be adjusted to the appropriate needs of the students.

To complete the program, students are required to satisfactorily complete core, research, cognate and dissertation courses, an approved area of related research study, and demonstrate research competence through the completion of the dissertation. The student's competence and scientific knowledge are tested through two doctoral examinations: a comprehensive examination, and an oral defense of the dissertation.

The Dissertation Committee (appointed by the Dean of the Graduate College upon recommendation by the department) consists of a minimum of three (3) members, only one of whom may be outside of the department or the University. The Comprehensive Examination tests the student's knowledge in the general area of study (per NUR 800) and the student's understanding of relevant fields of study which are supportive of the student's dissertation research. The Comprehensive Examination is taken at the end of the student's coursework, prior to beginning the dissertation research, which includes a draft of the dissertation. Students must enroll in Nursing 800 to register to take the Comprehensive Examination. If the student fails to satisfactorily complete this examination, it may be retaken once. The oral defense is conducted by the dissertation committee. Students are required to orally defend the dissertation before their Committee and at least two other faculty members who have expertise in the research area selected by the student. Students must be enrolled at Hampton University during the semester of graduation. Therefore, a student who is only enrolled in Dissertation Defense (0) credit hours must also complete the CRT form and pay the requisite fee.

Doctor of Philosophy Program Outcomes

The School of Nursing PhD program prepares scholars and researchers who will advance nursing science and provide leadership in the profession. Graduates of the doctoral program are prepared to do the following:

1. Promote the delivery of quality healthcare through assuming leadership positions in nursing practice, nursing science, and nursing education.
2. Apply, generate, and communicate knowledge and theory that build nursing science.
3. Initiate, facilitate, and participate in collaborative endeavors related to the theoretical, conceptual and practical aspects of health care with clients, nurses and scholars from other disciplines.
4. Construct, test, and modify theories for nursing in the context of social, scientific, cultural, and economic influences.
5. Exhibit scientific integrity.

The Curriculum Plan

Required Core Courses

Students enrolled in the PhD in Nursing program must complete 20 hours of core course work, 15 hours of research course work, select a cognate focus (family/family related or nurse educator) and complete 9 hours, and complete 16 hours of dissertation research course work. Nursing Cognate courses address the specific substantive and methodological focus of the dissertation research. The courses listed in the sequence below are required to obtain a Doctor of Philosophy Degree in Nursing at Hampton University in the Family and Family Related Nursing or Nurse Educator tracks.

The PhD program requires a minimum of 48 hours of coursework and the completion of an original research study resulting in the dissertation. The following courses are required to obtain a Doctor of Philosophy degree in nursing at Hampton University:

- NURO670 - Statistics for Health Professions
- NURO710 – Family/Family Related Research: Historical and Cultural Perspectives
- NURO711 – Family/Family Related Research: Philosophical, Conceptual and Theoretical Perspectives
- NURO712 - Family/Family Related Research: Theory and Concept Analysis
- NURO713 – Family/Family related Research: Leadership, Policy, and Ethics
- NURO714 - Quantitative Methods I
- NURO715 - Quantitative Methods II
- NURO716 – Qualitative Methods I
- NURO717 -: Family/Family Related Research: Instrument Development
- NURO718 - Analysis and Evaluation of Theory Generating and Theory Testing Research
- NURO719 – Qualitative Methods II
- NURO725 – Grantsmanship and Publications
- NURO800 – PhD Comprehensive Examination
- NURO801 - Dissertation Research I
- NURO802 – Dissertation Research II
- NURO803 - Dissertation Research III
- NURO804 - Dissertation Research IV
- NURO805 - Dissertation Defense

Cognate Courses

The PhD student will choose three courses from the following to develop a cognate area in addition to the required core courses.

Family/Family Related:

- NURO720 - Dissemination and Utilization of Family Nursing Research: Theoretical and Practical Perspectives
- NURO721 - Vulnerable Populations: A Family Perspective
- NURO722 - Special Topics in Family Nursing
- NURO723 - Family Research
- NURO724 - Special Topics in Family Research and Family Development Theory
- NURO799 - Independent Study in Nursing

Education:

The PhD student may also elect to take courses in the Education Course list to meet individual personal or professional needs. Courses from the Education Course list may be used for cognates with the approval of the advisor.

- NURO726 - Creating the Future of Nursing Education
- NURO727 - Learning Theories and Educational Philosophy
- NURO728 - Assessment and Evaluation
- NURO729 - Teaching Strategies for Nursing Educators
- NURO731 - Curriculum Development in Nursing Education
- NURO733 - Advanced Internship in Nursing Education

PhD Curriculum Eight (8) Week Course Sequence

FALL	1st Semester 8 week sessions	1st	2nd	SPRING	2nd Semester 8 week sessions	1st	2nd
NURO 704	Intro to Online Learning	2	—	NURO 711	Family/Family Related Research: Philosophical, Conceptual & Theoretical Perspectives	3	—
NURO 670	Statistics for Health Professionals	3	—	NURO 716	Qualitative Methods I	3	—
NURO 710	Family/Family Related Research & Cultural Perspectives	—	3	NURO 712	Family/Family Related Research: Theory & Concept Analysis	—	3
NURO 714	Quantitate Methods I	—	3	NURO 713	Family/Family Related Research: Leadership, Policy & Ethics		3
TOTAL		5	6	TOTAL		6	6

Summer Session I (8 weeks)

First Semester 8-week session		
NURO 717	Family/Family Related Research: Leadership, Policy & Ethics	3
TOTAL		3

FALL	1st Semester 8 week sessions	1st	2nd	SPRING	2nd Semester 8 week sessions	1st	2nd
	Cognate	3	—	NURO 800	PhD Comprehensive Exam	0	—
NURO 715 or 719	Quantitative Methods II or Qualitative Methods II	3	—		Cognate	3	—
NURO 725	Grantsmanhip & Publications	—	3	NURO 801	(Dissertation Research I		4
NURO 718	Q Generating & Theory Testing/Analysis & Evaluation of Theory	—	3				
TOTAL		6	6	TOTAL		3	4

Summer Session II (8 weeks)

Second Semester 8-week session		
Cognate		3
Total		3

Year 3	1st Semester 8 week sessions	1st	2nd		2nd Semester 8 week sessions	1st	2nd
NURO 802	(Dissertation Research II	4	—	NURO 804	Dissertation IV	4	—
NURO 803	(Dissertation Research III	—	4	NURO 805*	Oral Defense	—	0
TOTAL		4	4	TOTAL		4	6

*CRT fee required

3

PhD in Nursing Courses and Descriptions**NURO 670 Statistics for Health Professions****3 credits**

An interdisciplinary course for graduate students in the health professions. Procedure of data reduction presentation and measures of central tendency, variability and relationships are presented to develop both an understanding of an ability to utilize descriptive and inferential statistics. Includes application of computerized data generating and data- analytic programs.

NURO 704 Introduction to Online Learning and Scientific Writing**2 credits**

An introduction to the requirements for successful participation in the graduate level online programs. The course will provide a foundation for the student's academic and professional success as a nursing scholar. Course activities focus on the practical application of the online learning environment and writing for nursing science. Emphasis will be on the use of technologies and the American Psychological Association (APA) guidelines.

NURO 710 Family Nursing: Historical and Cultural Perspectives**3 Credits**

This course focuses on the history of family nursing practice and provides opportunities for an exploration of the influence of culture on family health-related behaviors. Emphasis is placed on the exploration of the contributions of the evolution of nursing practice to the health of families. Students will explore the development of family nursing theory by means of culturally appropriate nursing research methods. Researchable questions emerging from family nursing practice will be identified.

NURO 711 Family/Family Related Research: Philosophical, Conceptual and Theoretical Perspectives**3 Credits**

This course focuses on the contemporary philosophical, conceptual, and theoretical perspectives that undergird family nursing research. Emphasis is placed on exploration of the impact of contemporary philosophies of science and nursing science, conceptual models of nursing, and nursing theories on the design and conduct of family nursing research.

NURO712 Family/Family Related Research: Theory & Concept Analysis**3 Credits**

This course considers contemporary nursing research as it pertains to the current state of the art and directions for future study. Discussions will include advanced analysis of methodology, assumptions, and theoretical structures that underpin the work. Culturally appropriate methods will be emphasized.

NURO 713 Family/Family Related Research: Leadership, Policy, and Ethics 3 Credits

A critical examination of the role of nursing leadership is presented in light of current healthcare issues. Among the topics to be considered are demographic distributors of nursing services, legislative and legal forces as they affect the professions, nursing organization as a power for change, educational preparation for practice, and systems of accountability and ethics.

NURO 714 Quantitative Methods I 3 Credits

This course focuses on the design of descriptive and correlational family-related and family nursing research. Emphasis is placed on the collection and statistical analysis of quantitative data and use of statistical software.

NURO 715 Quantitative Methods II 3 Credits

This course focuses on the design of experimental family-related and family nursing research. Emphasis is placed on the collection and statistical analysis of quantitative data and the use of statistical software.

NURO 716 Qualitative Methods I 3 Credits

This course focuses on interpretative methods of family nursing research. Emphasis is placed on the collection and analysis of qualitative data by using case study, survey, phenomenologic, grounded theory; and ethnographic, and historical methods of inquiry.

NURO 717 Family Research: Instrument Development 3 Credits

This course focuses on the design and psychometric testing of culturally-sensitive instruments. Emphasis is placed on methods used to determine the validity and reliability of instruments to measure family-related and family nursing phenomena.

NURO 718 Analysis and Evaluation of Theory Generating and Theory Testing Research 3 Credits

This course focuses on the analysis and evaluation of family-related and family nursing research designed to generate or test theories. Emphasis is placed on identification of the conceptual-theoretical-empirical structures for minority family-related and family nursing research.

NURO 719 Qualitative Methods II 3 Credits

This course addresses the skills and knowledge needed for completion of qualitative research for the dissertation, and includes the research design, data analysis and representation, methods for increasing trustworthiness and ethical considerations in research with human subjects. Emphasis is placed on the collection and strategies of analysis of qualitative data and the use of statistical software.

NURO 725 Grantsmanship and Publications 3 Credits
This course engages students in writing experiences, which prepare the learner for manuscript and grant proposal submissions. Students will explore the introductory concepts of writing research, training and demonstration grants to include potential funding sources, proposal (manuscript) and development of research prospectus. A completed proposal suitable for submission is required of all enrollees.

NURO 800 PhD Comprehensive Examination 0 Credit
The student focus for the comprehensive examination is to demonstrate an understanding of knowledge in relevant, related fields of study, which undergirds the dissertation research. The student will develop a draft of their dissertation proposal in preparation for enrollment in NURO 801. The comprehensive examination activity must be successfully completed prior to enrollment in NURO 801. Grade = S/U

NURO 801 Dissertation Research I 4 Credits
This course focuses on the development of the dissertation research proposal. This includes a focus on the research problem, purpose, background, significance, theoretical framework and literature review. An emphasis will be placed on the elements of integrative reviews of theoretical literature and outlining the conceptual-theoretical-empirical structure for the research. Students are expected to have a complete, refined first two chapters at the end of the session for submission to the dissertation chair/committee. Students may enroll in this course for a maximum of **three** times. Extensions of exceptional circumstances must be approved by the Department of Graduate Nursing Education. Grade = S/U.

NURO 802 Dissertation Research II 4 Credits
This course focuses on the continued development of the research methodology (Chapter III), dissertation chair/committee approval, and progression to IRB submission of the dissertation research proposal. Emphasis will be placed on refinement of the conceptual-theoretical-empirical structure, current literature review and the methodology for the proposed research. Students are expected to progress through the IRB process after proposal approval by the dissertation committee and school dean. Data collection begins upon approval by IRB. Students may enroll in this course for a maximum of **three** times. Extensions of exceptional circumstances must be approved by the Department of Graduate Nursing Education. Grade = S/U.

NURO 803 Dissertation Research III 4 Credits
The dissertation constitutes the final phase of the program. The preparation of the dissertation should begin early in the program and evolve from a study of family or family-related issues. Students will complete data collection, conduct data analysis, develop Chapter IV (Results), Chapter V (Discussion), and assemble the **complete dissertation manuscript** in preparation for review by the dissertation chair/committee. Students may enroll in this course for a maximum of **three** times. Extensions of exceptional circumstances must be approved by the Department of Graduate Nursing Education. Grade = S/U.

NURO 804 Dissertation Research IV 4 credits
This course focuses on the continued preparation of the dissertation manuscript. Students will continue to complete Chapter IV (Results), Chapter V (Discussion), and assemble the **complete dissertation manuscript** in preparation for review by the dissertation chair/committee and Department Chair/School Dean. Students will address

comments/correction rendered during the reviews by the dissertation chair/committee and Department Chair/School dean. Students may enroll in this course for a maximum of **three** times. Extensions of exceptional circumstances must be approved by the Department of Graduate Nursing Education. Grade = S/U.

NURO 805 Dissertation Defense 0 Credit

Students will present and defend their dissertation and finalize their dissertation manuscript for publication. The dissertation must be approved by the dissertation committee, and school dean before a Request to Defend form can be submitted to the Graduate College. Students will present and defend the dissertation to, at a minimum, the dissertation committee and a representative of the Graduate College. After addressing comments/corrections resulting from the dissertation defense, the student will finalize the document for submission to the Graduate College. Grade = S/U

Cognate Courses: Family and Family Related

These courses address the specific substantive and methodological focus of the dissertation research. Relevant courses offered by all departments and schools at Hampton University may be selected with permission of the student's advisor and the doctoral program director.

NURO 720 Dissemination and Utilization of Family Nursing 3 credits
Research: Theoretical and Practical Perspectives

This course focuses on the theoretical and practical aspects of disseminating and utilizing the findings of family-related and family nursing research. Emphasis is placed on the leadership role of doctorally prepared nurse researchers in developing and applying theories of research dissemination and utilization.

NURO 721 Vulnerable Populations: A Family Perspective 3 credits

This course focuses on the phenomenon of vulnerability among families throughout the world. Emphasis is placed on family coping strategies and includes an analysis of family risk factors and resilience in health and illness. An interdisciplinary course.

NURO 722 Special Topics in Family Nursing 3 credits

A seminar focusing on a variety of topics related to the advancement of knowledge in family nursing science. Topics arranged through student and faculty research interest.

NURO 723 Family Research 3 credits

This course will include an analysis of nursing and other theories in relationship to research of families. Methodological issues related to research of families will be discussed, as will the analysis of family data and measurement issues common to research of families. The seminar will conclude with an agenda for future directions in research of families.

NURO 724 Special Topics in Family Research and Family Development Theory 3 Credits

This course offers a critical review of theory and research literature on family systems; analysis of methods and instruments; consideration of the specific projects of invited family researchers

NURO 799 Independent Study in Nursing 1 - 6 credits

Independent study as directed by doctoral nursing faculty. Pursuit of individual research study. Student contracts for one to six semester hours. This course may be used for only 3 credits of cognate study.

Cognate Courses: Education

These courses address nurse education for the development of nursing faculty at all levels of nursing. These courses may be used as cognate courses with the approval of the advisor.

NURO 726 Creating the Future of Nursing Education 3 credits

This course will focus on the policies and forces affecting organization and governance in nursing education. The role of the nurse leader in creating an environment which promotes academic excellence will be investigated. Current issues affecting higher education will also be addressed.

NURO 727 Learning Theories and Educational Philosophy 3 credits

This course will focus on knowledge and application of educational frameworks and theories and learning theories. The relationship between nursing theory and educational theory in designing nursing education programs, teaching practices and educational policies is explored. Methods for testing educational theories will be evaluated.

NURO 728 Assessment and Evaluation 3 credits

This course will focus on knowledge and application of measurement principles and practices for assessing learning outcomes and evaluating research in nursing education. The current state of evaluation in nursing education will also be explored. Students will analyze, synthesize and propose research on assessment and evaluation in nursing education.

NURO 729 Teaching Strategies for Nursing Educators 3 credits

This course will focus on new and emerging challenges in nursing education. Students will examine clinical teaching modes, advances in technology, effective methods for incorporating current technologies into teaching and online and distance learning.

NURO 731 Curriculum Development in Nursing Education 3 credits

This course will focus on an in-depth study of the principles, theories, and models of curriculum development related to nursing education. Emphasis will be placed on program planning and evaluation of baccalaureate and higher degree programs.

NURO 733 Advanced Internship in Nursing Education 3 credits

A mentored teaching experience in a baccalaureate or higher degree nursing program appropriate to the student's planned career goals. The internship will focus on the use of innovative teaching-learning strategies and multimedia technology approaches; provides the opportunity for students to pursue an area of skill development under the guidance of master teachers. This course requires one(1) hour per week of mentoring contact with the instructor and eight (8) hours per week of teaching activities.

Ph.D. Graduation Requirements:

Complete 60 hours

A minimum of 45cr hours must be completed through Hampton University, not to include credits from a prior degree earned at Hampton

A maximum of 15cr hours of transfer credit, including credit from a degree on the same academic level previously earned at Hampton or other accredited programs, may be applied to the degree

Maintain a 3.0 GPA

No grades lower than B may be applied to the degree

A successful defense of the dissertation
Successful publication of dissertation to
the William R. & Norma B. Harvey Library.

Degree must be completed within seven (7) years.

Submission of Application for Admission to
Candidacy for Degree Completion must be
completed at least one (1) year before expected
graduation date.

The student must be enrolled during the semester of graduation.

Notes:

All applicable prerequisites must be met:

1. A graduate-level research course is required as a prerequisite for NURO 670
2. A graduate-level statistics course is required as a prerequisite for NURO 670
3. Once a student enters into the Dissertation phase, he/she must maintain continuous enrollment (Fall, Spring, and Summer semesters) until all degree requirements are completed.
4. Ph.D. students are allowed to enroll in NURO 800- Comprehensive Examination a maximum of two times.
5. Ph.D. students are allowed to enroll in NURO 801-Dissertation Research I a maximum of three times.
6. Ph.D. students are allowed to enroll in NURO 802 Dissertation Research II a maximum of three times before their dissertation proposal is approved for IRB submission.
7. Ph.D. students are allowed to enroll in NURO 803 Dissertation Research III a maximum of three times.
8. Ph.D. students are allowed to enroll in NURO 804 Dissertation Research IV a maximum of three times.

Extensions for exceptional circumstances must be approved by the School of Nursing and the Graduate College

APPENDICES

HAMPTON UNIVERSITY
 SCHOOL OF NURSING
 HAMPTON, VIRGINIA 23668

STUDENT-INSTRUCTOR CONFERENCE SHEET

NOTE: Comments will be brief and concise. Both Instructor and Student will affix signatures and dates after each comment.

STUDENT:

ADVISOR:

DATE:

Area of Concern	Action Taken	Follow-Up
<hr/> Date Signature	<hr/> Date Signature	<hr/> Date Signature

HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA 23668

**APPLICATION FOR ADMISSION TO CANDIDACY FOR
DEGREE COMPLETION FORMS**

Due Dates

Spring - November 1

Summer - March 1

Fall - June 1

Application Deadlines*
 May Graduation – Nov. 1
 Aug. Graduation – Mar. 1
 Dec. Graduation – June 1

Hampton University – The Graduate College

**APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE COMPLETION
 Nursing – Administration (NURS-ADM)**

Only fully complete forms will be processed when submitted before the application deadline.

I wish to apply for candidacy and graduation. I am applying at least 6 months (but no more than 1 year) prior to my expected graduation date, have met all admission requirements, have a cumulative GPA of 3.0 or higher, and do not have any incomplete course work.

Clearly print your full name as it should appear on the diploma (limit to three names) _____ Student ID Number _____ Email Address _____

Local Address (Street, City, State, Zip Code) _____ Permanent Address (Street, City, State, Zip) _____

Masters of Science
 Degree _____ Hometown (City, State, Country) for Commencement Program _____ Telephone Number _____

May / Aug / Dec 20
 Expected month and year of graduation _____ Previous degrees earned (University, Degree, Year) _____
 (Circle one and include year)

Use your unofficial transcript (HUNet) to complete the Degree Plan of Study below. Identify the term (Fall = F, Spring = S, Summer = Su) and year for which a course was/will be taken and the grade received. Indicate substitutions in the appropriate column with the course and number. Put a check mark (✓) in the appropriate column if a course is transfer credit or waived.

Degree Plan of Study			Cr	Term	Grade	Substitute*	Transfer*	Waived*
Required Courses: 28 credits								
ACC	600	Accounting Concepts						
MGT	648	Financial Management for Nsg. Administrators or MBA 600 Accounting Concepts	3					
NUR	510	Conceptual Approaches to Nursing	2					
NUR	512	Organizational Behavior/Group and...	3					
NUR	606	Principles of Nursing Administration	6					
NUR	607	Advanced Nursing Administration	5					
NUR	609	Nursing Colloquium	3					
NUR	678	Family Health Nursing: Theory and...	3					
STA	600	Statistics	3					
Degree Plan Courses: 4 or 5 credits (Check Plan A or Plan B)								
Plan A <input type="checkbox"/>		NUR 681: Master's Thesis Research (Thesis)	4					
Plan B <input type="checkbox"/>		NUR 683: Research Methods in Nursing	4					
		NUR 702: Comprehensive Examination	1					
Clinically Specialty Courses: 4 credits (Choose one: Community Mental Health/Psychiatric, Community Health, or Advanced Adult Nursing)								
NUR	610	Community Mental Health/Psychiatric	4					
NUR	612	Community Health	4					
NUR	614	Advanced Adult Nursing	4					
Elective Courses: 6 credits								
		Family Nursing Elective	3					
		Guided Business Elective	3					

*The appropriate forms must be filed to receive credit for course substitutions, transfer credit and waivers. **Total Credits: Minimum of 45**
 I understand that I may not deviate from the Degree Plan of Study without permission from the Dean of the Graduate College.

Student's Signature _____ Date _____ Program Coordinator's or Dept. Chair's Signature _____ Date _____

For Official Use Only	
Met Admission Requirements: _____	<input type="checkbox"/> Approved <input type="checkbox"/> Denied Reason for denial: _____ _____
Cumulative GPA: _____	
Incomplete Coursework: _____	
Comprehensive Examination: _____	

*Late applications require written explanation to be approved by the Provost.

2018-2020

Application Deadlines*
 May Graduation – Nov. 1
 Aug. Graduation – Mar. 1
 Dec. Graduation – June 1

Hampton University – The Graduate College

**APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE COMPLETION
 Nursing – Practitioner (NURS-WHNP)**

Only fully complete forms will be processed when submitted before the application deadline.

I wish to apply for candidacy and graduation. I am applying at least 6 months (but no more than 1 year) prior to my expected graduation date, have met all admission requirements, have a cumulative GPA of 3.0 or higher, and do not have any incomplete course work.

Clearly **print** your full name as it should appear on the diploma (**limit to three names**) _____ Student ID Number _____ Email Address _____

Local Address (Street, City, State, Zip Code) _____ Permanent Address (Street, City, State, Zip) _____

Masters of Science
 Degree _____ Hometown (City, State, Country) for Commencement Program _____ Telephone Number _____

May / Aug / Dec 20
 Expected month and year of graduation _____ Previous degrees earned (University, Degree, Year) _____
 (Circle one and include year)

Use your unofficial transcript (HUNet) to complete the Degree Plan of Study below. Identify the term (Fall = F, Spring = S, Summer = Su) and year for which a course was/will be taken and the grade received. Indicate substitutions in the appropriate column with the course and number. Put a check mark (✓) in the appropriate column if a course is transfer credit or waived.

Degree Plan of Study			Cr	Term	Grade	Substitute*	Transfer*	Waived*
Required Courses: 27 credits								
NUR	510	Conceptual Approaches to Nursing	2					
NUR	512	Organizational Behavior/Group and...	3					
NUR	514	Advanced Physical Assessment	4					
NUR	609	Nursing Colloquium	3					
NUR	630	Advanced Pharmacotherapeutics in...	3					
NUR	608	Advanced Pathophysiology	3					
NUR	678	Family Health Nursing: Theory & Practice	3					
NUR	650	Role Development and Health Promotion for APRN	3					
STA	600	Statistics	3					
Degree Plan Courses: 4 or 5 credits (Check Plan A or Plan B)								
Plan A	<input type="checkbox"/>	NUR 681: Master's Thesis Research (Thesis)	4					
Plan B	<input type="checkbox"/>	NUR 683: Research Methods in Nursing	4					
		NUR 702: Comprehensive Examination	1					
Required Credit 18 Clinically Specialty Courses: Women's Health Nurse Practitioner								
NUR	638	Health Care of Women I: Childbearing	4					
NUR	639	Health Care of Women II: Lifespan	4					
NUR	642	Health Care of Women III: Primary Care	4					
NUR	635	Frameworks of Women's Health	2					
NUR	643	Health Care of Women IV Low-Risk Childbearing Families	4					

*The appropriate forms must be filed to receive credit for course substitutions, transfer credit and waivers. **Total Credits: 49/50**

I understand that I may not deviate from the Degree Plan of Study without permission from the Dean of the Graduate College.

Student's Signature _____ Date _____ Program Coordinator's or Dept. Chair's Signature _____ Date _____

For Official Use Only	
Met Admission Requirements: _____	
Cumulative GPA: _____	<input type="checkbox"/> Approved <input type="checkbox"/> Denied
Incomplete Coursework: _____	
Comprehensive Examination: _____	Reason for denial: _____

	Dean, Graduate College Signature _____ Date _____

*Late applications require written explanation to be approved by the Provost.

Application Deadlines*
 May Graduation – Nov. 1
 Aug. Graduation – Mar. 1
 Dec. Graduation – June 1

Hampton University – The Graduate College

APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE COMPLETION

Nursing – Practitioner (NUR-ENP)

Only fully complete forms will be processed when submitted before the application deadline.

I wish to apply for candidacy and graduation. I am applying at least 6 months (but no more than 1 year) prior to my expected graduation date, have met all admission requirements, have a cumulative GPA of 3.0 or higher, and do not have any incomplete course work.

Clearly **print** your full name as it should appear on the diploma (**limit to three names**) _____ Student ID Number _____ Email Address _____

Local Address (Street, City, State, Zip Code) _____ Permanent Address (Street, City, State, Zip) _____

Masters of Science
 Degree _____ Hometown (City, State, Country) for Commencement Program _____ Telephone Number _____

May / Aug / Dec 20
 Expected month and year of graduation _____ Previous degrees earned (University, Degree, Year) _____
 (Circle one and include year)

Use your unofficial transcript (HUNet) to complete the Degree Plan of Study below. Identify the term (Fall = F, Spring = S, Summer = Su) and year for which a course was/will be taken and the grade received. Indicate substitutions in the appropriate column with the course and number. Put a check mark (✓) in the appropriate column if a course is transfer credit or waived.

Degree Plan of Study			Cr	Term	Grade	Substitute*	Transfer*	Waived*
Required Courses: 18 credits								
NUR	510	Conceptual Approaches to Nursing	2					
NUR	512	Organizational Behavior/Group and...	3					
NUR	514	Advanced Physical Assessment	4					
NUR	609	Nursing Colloquium	3					
NUR	630	Advanced Pharmacotherapeutics in...	3					
STA	600	Statistics (except Women's Health)	3					
Degree Plan Courses: 4 or 5 credits (Check Plan A or Plan B)								
Plan A	<input type="checkbox"/>	NUR 681: Master's Thesis Research (Thesis)	4					
Plan B	<input type="checkbox"/>	NUR 683: Research Methods in Nursing	4					
		NUR 702: Comprehensive Examination	1					
Clinically Specialty Courses: 22 credits Family Nurse Practitioner								
NUR	608	Advanced Pathophysiology	3					
NUR	616/618	Primary Care of Family I	5					
NUR	617/619	Primary Care Family II: Specific Population	4					
NUR	620/621	Primary Care of Family III	4					
NUR	678	Family Health Nursing: Theory & Practice	3					
NUR	650	Role Development and Health Promotion for APRN	3					

credit and waivers. **Total Credits: Minimum of 44/45**

I understand that I may not deviate from the Degree Plan of Study without permission from the Dean of the Graduate College.

Student's Signature _____ Date _____ Program Coordinator's or Dept. Chair's Signature _____ Date _____

For Official Use Only	
Met Admission Requirements: _____	
Cumulative GPA: _____	<input type="checkbox"/> Approved <input type="checkbox"/> Denied
Incomplete Coursework: _____	Reason for denial: _____
Comprehensive Examination: _____	_____
	Dean, Graduate College Signature _____ Date _____

*Late applications require written explanation to be approved by the Provost.

Application Deadlines*

May Graduation – Nov. 1

Aug. Graduation – Mar. 1

Dec. Graduation – June 1

Hampton University – The Graduate College**APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE COMPLETION****Nursing – PHD (NURO-FAM)***Only fully complete forms will be processed when submitted before the application deadline.*

I wish to apply for candidacy and graduation. I am applying at least 6 months (but no more than 1 year) prior to my expected graduation date, have met all admission requirements, have a cumulative GPA of 3.0 or higher, and do not have any incomplete course work.

Clearly **print** your full name as it should appear on the diploma (limit to three names)

Student ID Number

Email Address

Local Address (Street, City, State, Zip Code)

Permanent Address (Street, City, State, Zip)

Doctor of Philosophy

Degree

Hometown (City, State, Country) for Commencement Program

Telephone Number

May / Aug / Dec 20Expected month and year of graduation
(Circle one and include year)

Previous degrees earned (University, Degree, Year)

Use your unofficial transcript (HUnet) to complete the Degree Plan of Study below. Identify the term (Fall = F, Spring = S, Summer = Su) and year for which a course was/will be taken and the grade received. Indicate substitutions in the appropriate column with the course and number. Put a check mark (✓) in the appropriate column if a course is transfer credit or waived.

Degree Plan of Study			Cr	Term	Grade	Substitute*	Transfer*	Waived*
NURSING DOCTORAL CORE COURSES: Family & Family Related Research: (20 hours)								
NURO	704	Introduction to Online Learning ...	0					
NURO	710	Family/Family Related Research: Historical and Cultural ...	3					
NURO	711	Family/Family Related Research: Philosophical, Conceptual...	3					
NURO	712	Family/Family Related Research: Theory & Concept Analysis	3					
NURO	713	Family/Family Related Research: Leadership, Policy, and Ethics	3					
NURO	717	Family/Family Related Research: Instrument Development	3					
NURO	718	Analysis & Evaluation of Theory Generating & Theory Testing ...	3					
NURSING DOCTORAL RESEARCH CORE COURSES: (15 hours)								
NURO	670	Statistics for Health Professionals	3					
NURO	714	Quantitative Methods I	3					
NURO	716	Qualitative Methods I	3					
NURO	715/ 719	Quantitative Methods II or Qualitative Methods II	3					
NURO	725	Grantsmanship and Publications	3					
NURSING DOCTORAL FAMILY/FAMILY RELATED COGNATE COURSES: (9 hours)								
NURO	720	Dissemination & Utilization of Family Nursing Research	3					
NURO	721	Vulnerable Populations: A Family Perspective	3					
NURO	722	Special Topics in Family Nursing	3					
NURO	723	Family Research	3					
NURO	724	Special Topics in Family Research & Family Development Theory	3					
NURO	799	Independent Study in Nursing	3					
NURSING DOCTORAL NURSE EDUCATOR COGNATE COURSES: (9 hours)								
NURO	726	Creating the Future of Nursing Education	3					
NURO	727	Learning Theories & Educational Philosophy	3					

*Late applications require written explanation to be approved by the Provost.

2020-2022

NURO	728	Assessment, Evaluation & Accreditation of Nursing Programs	3					
NURO	729	Teaching Strategies for Nursing Educators	3					
NURO	731	Curriculum Development in Nursing Education	3					
NURO	733	Advanced Internship in Nursing Education	3					
DISSERTATION CORE COURSES: (16 hours)								
NURO	800	Ph.D. Comprehensive Examination	0					
NURO	801	Dissertation Research I	4					
NURO	802	Dissertation Research II	4					
NURO	803	Dissertation Research III	4					
NURO	804	Dissertation Research IV	4					
NURO	805	Dissertation Defense	0					

*The appropriate forms must be filed to receive credit for course substitutions, transfer credit and waivers. **Total Credits: Minimum of 60**
I understand that I may not deviate from the Degree Plan of Study without permission from the Dean of the Graduate College.

Student's Signature _____ Date _____ Program Coordinator's or Dept. Chair's Signature _____ Date _____

For Official Use Only	
Met all Admission Requirements: _____	<input type="checkbox"/> Approved <input type="checkbox"/> Denied
Cumulative GPA: _____	
Incomplete Coursework: _____	Reason for denial: _____
Advisory Committee Approved: _____	_____
Dissertation Approved: _____	_____
Qualifying/Comp. Exam _____ / _____	_____
	_____ Dean, Graduate College Signature Date

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2020-2022

HAMPTON UNIVERSITY
 SCHOOL OF NURSING
 HAMPTON, VIRGINIA 23668

TENTATIVE SCHEDULE FOR GRADUATION
 PhD OR MASTERS PROGRAM

NAME _____ ADVISOR: _____

SEMESTER MATRICULATION BEGAN: _____

PROJECTED DATE OF GRADUATION: _____

After nine (9) credits are completed the student must apply for candidacy
 (Masters only).

FALL 20____	SPRING 20____	SUMMER 20____
FALL 20____	SPRING 20 ____	SUMMER 20____
FALL 20____	SPRING 20 ____	SUMMER 20____
FALL 20____	SPRING 20____	SUMMER 20____

HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA 23668

SCHOOL OF NURSING GRIEVANCE PROCEDURE

- STEP ONE** **START AT THE SOURCE OF THE PROBLEM**
a) Schedule a conference with the instructor of the course.
b) Come to the conference with a clear statement of the issue. Do Not speculate.
c) Go to the next level of authority if the problem is not resolved.
- STEP TWO** **SEE ACADEMIC ADVISOR**
a) Repeat steps a, b, and c above
- STEP THREE** **SEE THE ADMINISTRATIVE HEAD OF THE DEPARTMENT
(Undergraduate or Graduate Nursing Education Chairperson)**
a) Repeat steps a, b, and c above
- STEP FOUR** **SEE THE ASSISTANT DEAN FOR ACADEMIC AFFAIRS**
a) Repeat steps a, b, and c above
- STEP FIVE** **SEE THE ADMINISTRATIVE HEAD OF THE SCHOOL
(Dean of the School of Nursing)**
a) Repeat a, b, and c above
- STEP SIX** **SEE THE GRIEVANCE COMMITTEE, SCHOOL OF NURSING**
a) Repeat a, b, and c above
- STEP SEVEN** **SCHEDULE A CONFERENCE WITH THE CHIEF ACADEMIC
OFFICER**
- Provost's Office (Undergraduate Students)
- Dean, Graduate College (Graduate College)

If steps one to six have been omitted, the Provost will refer the case back to step five.

The School of Nursing and its parent institution have policies which have been established to resolve student problems and issues in a fair and impartial manner. Our most important business is to help you learn while maintaining high academic and ethical standards.

Evidence of dishonesty, negligence, plagiarism, or substance abuse ascertained by the instructor will be brought to the attention of the student's faculty advisor and chairperson (Undergraduate or Graduate Department of Nursing Education). Validation data supporting grounds for dismissal will be submitted to the Dean of the School of Nursing who will then submit the evidence to the Administrative Advisory Council and/or the Office of Student Affairs. Problems related to graduate students may be formally presented to the Graduate Council.

HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA 23668

FINANCIAL INFORMATION

Tuition and Fees

Tuition and fees are due at the beginning of each semester. All fees are subject to change. Refer to the Hampton University current Academic Catalog for further information on tuition and fees. The Office of Admissions and the Financial Aid Office maintain up-to-date information on scholarships.

Financial Aid, Loans, and Part-time Employment

The primary function of Financial Aid is allocation of the university's financial aid resources in a manner that provides the maximum benefit to the student who requires aid. Aid is made available in the form of scholarships, grants-in-aid, National Direct Student Loans, educational opportunity grants (SEOG, BEOG/PELL, and TAG), assistantships, work-study, and Health and Human Services (HHS) nursing loans. Refer to the Hampton University current Academic Catalog for further information on financial aid. The Financial Aid Office can be reached at 727-5332.

Scholarships for Disadvantaged Students (SDS) Program

The Scholarships for Disadvantaged Students (SDS) program provides scholarships to full-time, financially needy students from **disadvantaged backgrounds** enrolled in health professions and nursing programs.

An individual from a disadvantaged background is defined as one who comes from an environment that has inhibited the individual from obtaining the knowledge, skill, and abilities required to enroll in and graduate from a health professions school, or from a program providing education or training in an allied health profession; or comes from a family with an annual income below a level based on low income thresholds according to family size published by the U.S. Bureau of Census, adjusted annually for changes in the Consumer Price Index, and adjusted by the Secretary, HHS, for use in health professions and nursing programs. Bureau of Health Professions, Health Resources and Services Administration, U.S. Department of Health and Human Services.

Please note: Financial need will be verified by the Office of Financial Aid.

Other Financial Assistance Opportunities

Virginia Tuition Assistance Grant Program (VTAG): A grant available to Virginia residents only. Any full-time undergraduate or graduate student who is a domiciliary resident of Virginia is eligible to apply for this grant. Award is determined each year by the State Council of Higher Education.

General Assembly Nursing Scholarship: Scholarship loans of up to \$2,000, depending on need, are awarded by the Bureau of Public Health Nursing. These loans are available to any bona fide resident of the State of Virginia who has been accepted as a graduate or undergraduate student by a state accredited school of nursing in the Commonwealth of Virginia.

Virginia Education Loan Authority (VELA) Guaranteed Student Loans: Graduate students in good standing may borrow up to \$5,000 per year, while undergraduate students may borrow up to \$2,500 per year. Repayment begins 9-10 months after graduation or withdrawal from a degree program. Residents of other states may apply for guaranteed student loans through their home states.

Nursing Endowed Scholarships and Awards: The School of Nursing awards the following special scholarships and awards to deserving students on the basis of criteria formulated for each scholarship. The nursing endowed scholarships and awards include:

- **W. Adrian Freeman Graduate Fellowship**
- **Patricia E. Sloan Endowed Fund**
- **Bertha L. Davis Endowed Research Fund**
- **Estella Reynolds Endowed Scholarship**
- **Hampton University Alumni Endowed Scholarship**
- **Sallie Tucker Allen Endowed Nursing Scholarship**
- **Shirley Gore Endowed Scholarship**
- **M. E. Carnegie Nursing Archives**
- **Johnnie B. Bunch Endowed Scholarship**
- **Delta Sigma Theta Endowed Scholarship**

Other scholarships specifically for students of nursing are awarded on an annual basis as funds are donated, but are not endowed funds.

**HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA 23668**

PROFESSIONAL ETHICS

Ethics is concerned with expected conduct representing ideal behavior for a particular group. Your entry into the generalist or specialist nursing education program as a student involves a new role in lifelong learning and meeting client needs. The behavior expected of you as a professional nurse will be regulated by legal and ethical standards. As a nursing student, your behavior will be determined by the standards that will govern your practice as a professional nurse at the level for which you are preparing.

The well-being of clients must always take precedence over your learning. During your nursing education, your responsibility includes making legal and ethical decisions for yourself. Understanding legal and ethical standards plus conscientious adherence to them will give you confidence in the practice of professional nursing. Students are expected to know their individual abilities and limitations and are encouraged to seek assistance whenever needed.

Codes of ethics, and the general rules of conduct derived from them, are based upon a deep sense of professional responsibility. Students should study in detail the professional code of ethics so that they may thoroughly understand its implications. Although the general suggestions outlined here may seem obvious to most students, they are based upon acceptable rules of conduct, good taste, consideration for others, and a strong sense of personal responsibility.

The faculty members of the School of Nursing believe in and are committed to its philosophy and objectives. Therefore, faculty members feel an obligation to demonstrate the standards of behavior expected of nursing students and endorse the code of ethics of the American Nurses' Association. The Code for Nurses with Interpretative Statements (2001) is based upon beliefs about the nature of individuals, nursing, health, and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities and whose values and circumstances command respect at all times. Nursing encompasses the promotion, restoration, and maintenance of health; the prevention of illness; and the alleviation of suffering. The statements of the code and their interpretation provide guidance for conduct in relationships while carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality of nursing care.

AMERICAN NURSES ASSOCIATION® CODE OF ETHICS FOR NURSES

The faculty members of the School of Nursing subscribe to the principals and beliefs contained in The American Nurses Association® Code of Ethics for Nurses. This document may be found in its entirety online at www.nursingworld.org.

**HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA 23668**

DISABILITY SERVICES

Statement from the Office of Compliance and Disability Services

The University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. In class accommodations may be provided to students with a documented physical or learning disability. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. To obtain accommodations or to receive more information please contact the Office of the Director of Compliance and Disability Services at 757-727-5493 or visit the office located in The Assessment Center, Armstrong Slater Building 1st floor.

HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA 23668

American Associations of Colleges of Nursing Essential Series

MASTERS ESSENTIALS (WEBSITE)

**The Essential of Master's Education in Nursing (AACN 2011)
Download in PDF**

**The Essential of Doctoral Education for Advanced Nursing Practice (2006)
*Not available in hard copy***

Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016)

HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA 23668

GRADUATE STUDENT HANDBOOK

ACKNOWLEDGEMENT OF RECEIPT
(Signature Page)

NAME:

(Please print)

The undersigned acknowledges that she/he has received a copy of the Hampton University School of Nursing Student Handbook.

Student Signature:

Date:

Doctoral of Philosophy degree program nursing applications may be obtained from:

<http://huonline.hamptonu.edu>

Application and Information about the Graduate Programs at Hampton University is available from:

THE GRADUATE COLLEGE
Hampton University
Hampton, Virginia 23668
Telephone: (757) 727-5454
or
www.hamptonu.edu

Additional information specifically pertaining to the Doctor of Philosophy & Masters Degree in nursing may be obtained from:

Shevellanie E. Lott, PhD, RN, CNE
Dean, School of Nursing
(757) 727-5251

Hilda M. Williamson, EdD, RN, FNP
Assistant Dean for Academic Affairs
(757) 727-5672

Dr. Arlene J. Montgomery, PhD, RN
PhD Program Coordinator
(757) 727-5672

<http://nursing.hamptonu.edu>

*AJM: dkj Fall 07
AJM: dkj Fall 08
WLD: Fall 2010
AJM: Fall 2011
HW:za: Spring 2014
SSG: za Fall 2016
HW: Fall 2019*