

June 15, 2020

James D. Fielder, PhD  
Secretary  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder:

The University of Maryland School of Nursing is seeking authorization to offer a new, stand-alone Post-Baccalaureate Certificate (P.B.C.) program in Substance Abuse and Addictions Nursing. Please find the School's proposal enclosed.

The proposed P.B.C. is designed to prepare registered nurses educated at the baccalaureate or higher level for leadership roles in Addictions Nursing. The program will be comprised of four, 3-credit graduate courses, one of which will incorporate a 90-hour precepted clinical component where students will be immersed in the care of people with addictions in diverse settings.

This program aligns with UMB's mission to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

Thank you for your attention, consideration, and time. If you have any questions, please do not hesitate to contact me.

Regards,



Dr. Roger J. Ward, JD, MSL, MPA  
Interim Provost and Executive Vice President  
Dean, Graduate School



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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***Each action below requires a separate proposal and cover sheet.***

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus		Distance Education ( <i>fully online</i> )
Program Resources			Using Existing Resources		Requiring New Resources
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

## **A. Centrality to Institutional Mission Statement and Planning Priorities:**

### Program Description

The proposed Post-Baccalaureate Certificate (PBC) in Substance Use and Addictions Nursing (SUAN) is a 12-credit program consisting of four, 3-credit graduate courses. The PBC is designed to prepare registered nurses educated at the baccalaureate or higher level for leadership roles in Addictions Nursing. The PBC in SUAN will be awarded by the University of Maryland School of Nursing (UMSON) like its other PBC programs: Environmental Health, Global Health, Nursing Informatics, Care Coordination and Teaching in Nursing and the Health Professions. Four new courses have been planned for online delivery, one of which involves a 90-hour precepted clinical component. In the precepted clinical experience, students will be immersed in the care of people with addictions in diverse settings, e.g., substance treatment centers, high-risk pregnancy and HIV/AIDS clinics, and primary care office-based opioid treatment providers.

### Institutional Mission

As stated on the University of Maryland, Baltimore (UMB) website, UMB is the state's public health, law, and human services university, dedicated to excellence in education, research, clinical care, and public service. Founded in 1807, its mission is to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service. UMB strives to address real-world issues in an environment of learning and discovery that is rich in diversity and inclusion.

Consistent with UMB's mission, UMSON's mission is to shape the profession of nursing and the health care environment by developing nursing leaders in education, research, and practice. UMSON is recognized for "promoting scientific knowledge, critical thinking, interprofessional teamwork, and a profound commitment to the health of individuals and communities." The PBC in SUAN will advance the missions of UMB and the UMSON by preparing diverse nursing leaders who can work collaboratively within organizations and our communities to prevent and treat the complexities of substance use and addiction.

### Alignment with the Institution's Strategic Goals and Evidence of Priority Status

Goals of the UMB are guided by its core values of accountability, civility, collaboration, diversity, excellence, knowledge, and leadership. These core values are echoed by the UMSON and are embedded in the spirit of the PBC in SUAN, as it addresses a dire need to educate nurses to care for diverse patients who are affected by addiction. Such individuals are often marginalized and ignored by society and even within some health care settings.

The UMB Strategic Plan includes the following themes: 1) health, justice, and social impact; 2) research and scholarship; 3) student success; 4) inclusive excellence; 5) partnership and collaboration; and 6) efficiency, effectiveness, and assessment. The UMSON has incorporated these themes into their own plan by developing objectives for the School of Nursing. These UMSON objectives include provision of 1) a vibrant learning environment, with 2) respect and inclusiveness, 3) decision-making through data, 4) high-impact research and scholarship, and 5) excellence and diversity.

The PBC in SUAN embodies the themes and goals of both UMB and the UMSON. This PBC leverages institutional expertise and knowledge to address the problem of addictions and its deleterious health, justice, and social consequences in Maryland communities and beyond. Students will be immersed in the evidence-based content to support their understanding of addiction and consider all levels of prevention. Programming will include cultural aspects of addictions care and examination of special populations that face disparities and injustice related to addictions. Programming is primarily focused on providing care; however, it also includes essential provider self-care objectives such as moral distress and burnout prevention, that can support the student currently and in their future career. The faculty expects and will model the core values to provide dignified and quality health care to affected individuals, families, and communities, supported by the UMSON's values as hallmarks of the education provided to UMSON students.

By offering an online learning environment, this PBC expands access beyond geographic limitations. Two of the courses can be taken as electives within an existing degree program. This softens any financial burden on students and fulfills student learning needs for those who wish to incorporate addictions into their educational goals. Our program supports students' individual interests by offering a wide variety of addictions issues and subspecialty areas. The clinical component involves partnering with Maryland employers to provide rich practicum experiences, that also connect potential employers with highly knowledgeable and skilled nurses as potential employees in addictions care. These approaches stand to elevate the nursing profession and the care provided throughout the state.

#### Adequate Funding of the Proposed Program:

Based on interest indicated from a student survey we conducted and the extensive support from the UMSON and its stakeholders, we project high demand. We have submitted a grant proposal to the MHEC Nurse Support Program II for funding start up support during the first two years of the Certificate,

Our plan for the PBC in SUAN includes a rollout of the four new graduate-level Certificate courses: In Year 1, we will offer one new course (Addictions Nursing I: Foundations) during the fall semester and a second new course (Motivational Interviewing) in the spring semester. In Year 2, the third new course (Addictions Nursing II: Special Topics) will be offered in the fall and the fourth new course (Addictions Nursing III: Clinical Aspects) will be offered in the spring.

All four courses will be offered in Year 2 to allow for the first PBC completions in the spring of 2022. We expect that providing the first two courses as electives will not only expand valuable elective options for students, but add fiduciary support for sustainability of the PBC. During Years 3, 4, and 5 we will offer two courses per semester with course progression options for both 1-year and 2-year plans of study. (See section L for further information on adequacy of financial resources).

### Institution Commitment to Support the Proposed Program:

The school is committed to offering this program. This will allow UMSO to take the lead in addressing critical addictions care educational needs for the state of Maryland. This program incorporates approaches for treating addictions and consequences in diverse settings and locations (urban and rural) throughout the state. The UMSO, as a well-established school of nursing, educates a majority of Maryland nurses, with a robust and diverse student body with demonstrated and expressed interest in addictions education. UMSO's substantial infrastructure currently supports extensive fully online programming, including three existing online certificate programs.

Prior to seeking the PBC, as part of an MHEC planning grant, the PI presented information about the PBC to multiple stakeholders at meetings that included all program administrators and Associate Deans. Response to the presentations has been extremely positive, with leadership and stakeholders strongly endorsing the plans and pledging their support. In addition, we have approached several clinical sites (e.g., Baltimore Washington Medical Center, University of Maryland Midtown, Maryland Treatment Centers, Maryland Center of Excellence on Problem Gambling) and have obtained support from additional highly trained addictions specialty nurses and other health care providers. We will continue placing doctor of nursing practice (DNP) students at the University of Maryland Upper Chesapeake Medical Center, Harford Memorial Hospital behavioral health, and the Klein Family Harford Crisis Center, through our existing MHEC-funded academic/clinical partnership grant. Finally, our Addictions Education Advisory Board has convened quarterly to oversee this curriculum expansion and has guided the process, providing feedback to ensure relevant and necessary content is incorporated into the curriculum. Thus, students will have curriculum that covers the theoretical basis for addictions care, evidence-based care incorporating best practices, plus practical and needed skills to meet provider expectations.

### **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

#### Need for Advancement and Knowledge Evolution

Addictions and their societal and health consequences constitute major problems in Maryland and the US as a whole. As additional crises including pandemics, economic difficulties and unemployment are unleashed, addictions will escalate in size and scope, creating enormous additional societal stressors. Currently almost 20 million (7%) people ages 12 years or older in the US are estimated to have a substance use disorder (SUD) (Substance Abuse and Mental Health Services Administration, 2018).

In Maryland, as in the rest of the US, deaths and illness from SUDs have reached crisis proportions, greatly affecting Marylanders and their health care. Maryland emergency departments faced 11,000 visits for alcohol and drug intoxication, overdose, or toxicity in 2014, a 38% increase from 2008 (Maryland Department of Health and Mental Hygiene, 2015). Maryland is in the top 5 states for opioid deaths (prescription opioids, heroin, fentanyl) with over 30 deaths/100,000, which is over twice the national average of 14/100,000 (NIDA, 2019,

Maryland opioid...). Maryland also has higher rates of opioid-related ED visits; in 2016 the Maryland rates were nearly double that of the nation (Health Care Utilization Program data, 2020).

Health care needs related to SUDs and addictions are complex and require expert nursing care. For example, consequences of chronic alcohol use include cirrhosis, pancreatitis, strokes, hypertension, cardiac arrhythmias, and increased cancer risk (NIAAA, n.d.). Intravenous drug users have greater risk of HIV, hepatitis C, and other infections that can lead to acute illnesses such as endocarditis. Maryland has higher HIV incidence rates (i.e., new cases) than the US, at 20/100,000 in Maryland vs. 14/100,000 in the nation, ranking 6<sup>th</sup> among all states (Maryland Department of Health and Human Services [MDHHS], 2018). Currently, 40,600 Marylanders are living with hepatitis C, and a rise in recent cases is attributed to injection drug use (Hepvu).

Maryland and the nation have initiatives to solve these public health problems, all of which involve nurses. The US Department of Health and Human Services has a 5-point strategy to combat the opioid crisis by improving addiction prevention, treatment, and recovery services; addictions-related data; pain management; targeting of reversal drugs; and addictions research. The Drug Addiction Treatment Act of 2000 expanded opioid treatment to settings beyond certified opioid treatment programs, which now includes treatment by nurse practitioners and physician assistants.

Several Maryland initiatives to mitigate substance use and associated diseases, contain nurse-related responsibilities. The Heroin and Opioid Prevention Effort (HOPE) and Treatment Act requires Maryland hospitals to incorporate universal screening, naloxone access, referral to treatment, and peer recovery services into discharge protocols for patients with SUD related visits (Maryland Hospital Association). The Maryland Hepatitis C Strategic Plan aims to prevent, test and treat hepatitis C (MDHHS, 2019).

Unfortunately, while many nurses have the training to address SUD-related comorbidities, there is limited capacity to intervene or care for the underlying SUD itself. For example, recent investigations of intravenous drug users hospitalized for endocarditis found that they are at high risk of adverse outcomes including death, mainly due to inadequate addiction treatment and continued substance use (Rosenthal, Karchmer, Theisen-Toupal, Castillo, & Rowley, 2016; Tiako, Mori, Mahmood, Shioda, Mangi, et al., 2018). As SUDs exact a tremendous toll on public health and safety, costing billions of dollars, intervention for SUDs is critically needed.

Nursing is the largest health care profession, playing a major and central role in clinical care, and as such they care for a large proportion of patients with SUDs. However, despite nurses' central role and the urgent need to address SUDs in the population, few schools teach nurses to identify, prevent, and treat SUDs (USDHHS Office of the Surgeon General, 2016). Included among educational recommendations for improving addictions knowledge are "teaching accurate, up-to-date scientific information about SUDs as medical conditions, and enhancing training of health care professionals" (USDHHS Office of the Surgeon General, 2018, p. 29).

In order to meet the demands of an evolving health care system and the changing needs of patients, nurses must achieve higher levels of education and training in addictions. The Institute of Medicine (IOM) Report, "The Future of Nursing: Leading Change, Advancing Health", details the need for nurses to improve their academic credentials and practice at the full extent of

their level of preparation and experience. The proposed UMSON PBC in Substance Use and Addictions Nursing advances the IOM's directive and is consistent with the Maryland State Plan for Postsecondary education.

#### Societal Needs and Expanding Educational Opportunities for Minority and Educationally Disadvantaged Students

The UMSON attracts and is committed to maintaining a highly diverse student body across all of its programs (see section N). Students from minority and/or disadvantaged groups are supported during their enrollment by faculty and the Student Success Center, along with other campus resources. This PBC offers an opportunity for students to enhance their education and improve their ability to meet the complex health care needs of Maryland's diverse population.

#### Provide Evidence that the Perceived Need is Consistent with the Maryland State Plan for Post-Secondary Education

The PBC will provide essential education in an area of significant need across health care settings in Maryland. The PBC will be offered online using evidence-based pedagogy to provide quality education, incorporating engagement and learning techniques using educational best practices, with maximum access for eligible students. We will leverage freely available resources that are used in clinical practice from highly reputable sources such as those available from the Substance Abuse and Mental Health Services Administration, and materials (e.g., research articles) that can be accessed from the UMB Health Sciences and Human Services Library.

Promotion of student success is embedded within the plan of study and courses are taught by faculty with extensive experience and certification in addictions nursing. This PBC includes a plan to promote career success among its students. Clinical experiences will link students with potential employers and promote networking, while students hone skills and readiness for addictions nursing specialty practice. Students will develop a portfolio of their addictions nursing education to support professional goals and document their clinical experiences.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

#### Potential Employment Opportunities

Students completing the PBC will be prepared to provide addictions nursing care within their licensure as either RNs or APRNs in a variety of settings. In addition, specialty addictions treatment settings hire RNs and APRNs for the nursing care of individuals, families, and communities in in- and out-patient settings.

#### Potential Job Market

The job outlook for addiction and mental health counseling and treatment is expected to expand by 22% from 2018-28, while the employment rate for registered nurses is estimated to grow by 12% during the same period (Bureau of Labor and Statistics, 2019), providing ample career opportunities. Popular online job recruitment sites have multiple postings for addictions nursing

positions. In fact, monster.com provides an interview with a Certified Addictions Registered Nurse in their article: “In demand healthcare jobs: Addiction nurses,” about the need for certified nurses responding to demands of the opioid crisis. A current search using keywords “nurse” and “Maryland” had 91 results from indeed.com and 140 from ziprecruiter.com, with some jobs specifically requesting a “CARN” or certified addictions registered nurse (e.g., Corizon Health).

Meanwhile, there are very few nurses certified as CARN or CARN-Advanced Practice (CARN-AP). As of February 2020, there were only 813 CARNs and 293 CARN-APs nurses worldwide. These certified addictions nurses are mostly located in the US (Addictions Nursing Certification Board, 2020), suggesting that the demand well exceeds the current supply.

### Supply of Prospective Graduates

During the planning phase of this initiative (Fall, 2019), our team fielded a survey of enrolled UMSON students regarding their learning needs and interest in addictions. Student responses demonstrated overwhelming recognition of the need and interest nursing education in addictions, including many interested in the PBC. One third of currently enrolled students completed the survey (n=647, 33%) and well over half (61%) expressed interest in a PBC in substance use and addictions. An overwhelming majority were interested in taking an addictions course (80%), and virtually all agreed that it is important to be educated about substance use and addictions (96%). Almost all respondents thought that having an addictions specialist nurse as a resource would be helpful in their practice (96%).

### **D. Reasonableness of Program Duplication:**

#### Similar Programs in the State/Geographical Area

There are no other similar certificates offered in Maryland or the surrounding geographic area. We, therefore, believe that an addictions nursing program will fill a critical education need.

#### Justification for the PBC in Substance Use and Addictions Nursing

This program will be unique in that it meets the competencies for the CARN and CARN-AP, in addition to accommodating individual student interests in special populations, topics, and settings. All students will be provided with foundational knowledge, yet their practicum learning experiences can be more closely aligned with their specific interests. For example, an RN who plans to work in a residential treatment setting can complete their practicum in this setting. Whereas, a nurse practitioner student who plans to work with pregnant women could complete their practicum in a setting with pregnant women who have a substance use disorder. The PBC curriculum design provides a broad spectrum of evidence-based addictions nursing content for all students, and is flexible enough to accommodate diverse nursing interests. Thus, learning experiences will be uniquely tailored to each student’s educational goals and interests.

### **E. Relevance to the Implementation or Maintenance of High-Demand Programs at Historically Black Institutions (HBIs):**

There is no anticipated impact on the uniqueness and institutional identities and missions of HBIs.



**F. Relevance to the Support of the Uniqueness and Institutional Identities of Historically Black Institutions (HBIs):**

There is no anticipated impact on the implementation or maintenance of high-demand programs at HBIs or on the uniqueness and institutional identities and missions of HBIs.

**G. Adequacy of Curriculum Design, Program Modality, and Delivery to Related Learning Outcomes:**

The proposed PBC program was established on the basis of strongly expressed student need for addictions education. The faculty already have a well-established and consistently enrolled undergraduate course, Addictions, Society, and the Role of the Nurse, that has been taught for ten years. This elective course reaches full enrollment each semester offered and receives excellent evaluations. Three years ago, a Motivational Interviewing undergraduate elective was developed that is also fully enrolled. Both courses are online, which supports working professional nurses who need to complete coursework with maximum flexibility and access to education. Like these existing courses, the four new PBC courses will be online. Students will need to successfully complete all four courses including one clinical rotation to earn the PBC

List of Courses

Table 1. Course Number, Title, Description and Credit Hours

Course Number, Title and Description	Credit Hours
<b>Addictions Nursing I: Foundations (Course numbering in process)</b> This course uses the National Curriculum Committee addictions competencies model that defines the knowledge, skills, interventions, communication and competencies required of clinicians. Students will gain the knowledge, skills, and attitudes necessary to ensure that nurses in all health settings meet a basic level of competency for screening and intervening with individuals with substance use and other addictive behaviors encountered in daily practice. Students will learn to identify individuals with addictive behaviors, assess their individual conditions, identify diagnostic criteria, refer or treat, and evaluate outcomes of treatment. Interdisciplinary practice and collaboration will also be explored.	3 Didactic
<b>Motivational Interviewing (MI) in Addictions Nursing (Course not yet numbered)</b> In this course, students will learn about MI, a collaborative, goal-oriented style of communication with particular attention to the language of change. This is closely aligned to the Transtheoretical Model (Stages of Change), and based in “positive psychology”, the study of what helps people thrive. MI strengthens an individual’s personal motivation for and commitment to specific goals by eliciting and exploring their reasons for change in an atmosphere of acceptance and compassion. A focus will be on therapeutic alliance and client engagement, the shared process of establishing mutually trusting and respectful helping relationships. As educators and health promoters, all nurses and other health care providers can benefit from incorporating MI into daily practice.	3 Didactic

Course Number, Title and Description	Credit Hours
<b>Addictions Nursing II: Special Topics (Course not yet numbered)</b> This course builds upon Addictions Nursing I and examines special topics and populations across the lifespan in the delivery of addiction treatment to promote health and wellbeing. Emphasis is on health care of individuals, families, and communities in various treatment settings within interprofessional treatment teams. Attention is also paid to maintenance of nurse wellbeing while providing care to patients with addictions, as it is a chronic relapsing disease.	3 Didactic
<b>Addictions Nursing III: Clinical Aspects (Course not yet numbered)</b> This course focuses on clinical care for individuals with SUDs and other addictive behaviors, and related comorbidities at the individual and community level. Students will synthesize their clinical experiences with prior didactic content and apply care delivery models that promote patient safety using best practices. All students will learn and apply substance use treatment placement criteria, that recommend the least restrictive level of care that best aligns with patient treatment goals, while maximizing the safety and security of individuals, families and communities.	3 (1 Didactic, 2 Clinical)

### Educational Objectives:

#### Addictions Nursing I: Foundations

1. Explain basic mechanisms for the neurobiological basis of addiction;
2. Analyze reciprocal relationships between health and social problems and SUDs and other addictive behaviors such as gambling or eating disorders;
3. Summarize the overarching principles that characterize effective prevention, early intervention, harm reduction, treatment, and recovery maintenance services for special populations;
4. Recognize and deliver interventions to reduce the risks and consequences of SUDs and other addictive behaviors;
5. Integrate the transtheoretical model of readiness to change in the assessment and treatment of addictions;
6. Describe safe opioid prescribing and opioid overdose prevention;
7. Compare a recovery-oriented “chronic care model” to an acute care model for SUD treatment;
8. Judge the impact of stigma and cultural competence on treatment outcomes for persons with addictions;
9. Apply knowledge about professionalism and role development to begin building a professional career portfolio for future leadership roles in addictions nursing.

#### Motivational Interviewing (MI)

1. Identify and define foundational concepts, principles and processes of MI;
2. Explain how MI is used to engage and retain patients;
3. Recognize linguistic cues and analyze the use of “change talk”;
4. Describe why people do or do not change;
5. Demonstrate competency using MI skills;

6. Practice skills for guiding collaborative and focused conversations that draw out change; talk and engage individuals in behavioral changes.

#### Addictions Nursing II: Special Topics

1. Integrate concepts related to addictions into nursing practice;
2. Describe risk and protective factors for addiction that correlate to different cultures and populations;
3. Utilize evidence-based practice in the prevention of addiction, and associated health outcomes among various populations;
4. Explore self-care and work-life balance factors in relationship with nursing practice;
5. Develop a portfolio of specialized training that will support addiction nursing practice.

#### Addictions Nursing III: Clinical Aspects

1. Apply advanced critical thinking and diagnostic reasoning skills to identify, evaluate and manage those with complex SUDs and addictive behaviors;
2. Design and deliver integrated behavioral and pharmacologic interventions to treat and manage intoxication, withdrawal and dependence of patients with SUDs;
3. Utilize the six dimensions of the American Society of Addiction Medicine's (ASAM) criteria for admission, service planning, treatment and discharge or transfer to continuing services;
4. Forge strong therapeutic alliances and engage patients as active participants in developing collaborative service plans;
5. Exemplify professional behaviors in clinical practice, providing evidence-based care that supports the cultural, spiritual and self-care needs of patients and their families within the evolving health care system.

#### Intended Student Learning Outcomes: Preparation of Post-Baccalaureate Nurses

1. Prepare nurses for leadership roles in Addictions Nursing
2. Prepare Post Baccalaureate nurses to provide care for individuals, families, and communities affected by addictions as members of inter-professional healthcare teams.
3. Prepare Post Baccalaureate nurses to pass the addictions specialty certification examinations

#### General Education Requirements

Minimum requirements for awarding the PBC including completing the 4 courses shown in Table 1. Students have three years from admission to the program to complete the certificate and must maintain a 3.0 cumulative GPA. A student may enroll only in one certificate at a time and has three years to complete each one.

The SUAN Certificate requires 12 credits as shown in Table 1. Graduate courses use the semester credit hour as the unit of course credit. One credit hour is equivalent to one contact hour per week for the 15-week fall and spring terms and 2 contact hours per week for the 8-week summer term.

### Transfer of Credits

Transfer credit is credit for a course taken at an accredited institution and eligible for credit at UMSON. Courses taken as part of a degree or other program at another institution are not eligible for transfer to a Certificate at UMSON.

### Waiver of Credits

The School permits PBC students to request a waiver of a course when they have gained required content through a course at another university. A waived course is an equivalent course taken at another institution and that meets the curriculum requirements for the UMSON course. The student must have earned a grade of “B” or better in the course to be eligible for a waiver. The number of credits earned is not transferred to UMSON and the student is required to enroll in additional coursework to earn the 12 credits required for graduation from the Certificate.

### Specialized Accreditation or Graduate Certification Requirements

Not applicable.

The PBC in SUAN will prepare graduates for the CARN and CARN-AP certification examinations, recognized by the Accreditation Board for Specialty Nursing Certification.

### Contract with Another Institution or Non-collegiate Organization

Not applicable.

### Assurance that Students Will Be Provided with Clear, Complete, and Timely Information

Students will be provided with clear, complete, and timely information on the curriculum, course, certificate requirements. The UMSON provides descriptions of all of its programs respective academic requirements on its website and provides a Student Handbook with detailed descriptions of the expectations of students and faculty. Further, policies are also available to students online. Students are informed of on the nature of faculty/student interaction within syllabi and also have ready access to the contact information for all faculty in the directory available on the UMSON website. Students are informed of the technological expectations including equipment requirements. Students have access to learning technology specialists, library services including technology learning resources, and a Student Success Center. Costs and payment policies are readily found on the UMSON website

### Assurance of Clearly and Accurately Represented Program and Services

The UMSON is dedicated to providing advertising, recruiting, and admissions materials that clearly and accurately represent its programs and services, including this proposed program.

## H. Adequacy of Articulation:

Not applicable.

## I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11):

### Quality of Faculty

All Certificate faculty are highly experienced in their respective clinical fields, as well as in education, and are collaborating in the development of evidence-based addictions curriculum. Their expertise lies in psychiatric nursing, psychology, and public health. The faculty have years of experience working in direct patient care involving addictions and behavioral interventions across the lifespan of diverse populations. This includes diagnosis of SUDs and co-occurring psychiatric disorders, public health prevention and harm-reduction practices, interventions such as medication-assisted treatments, motivational interviewing, and substance use within special populations, among other addictions-related work. All are highly-regarded faculty in the psychiatric nursing and public health courses at the UMSO. They bring years of teaching experience in both the didactic and clinical areas particularly for advanced practice nursing students. They hold national board certification in addictions nursing, and have worked both nationally and internationally in the addictions field.

### Faculty Resources

Table 2. Faculty Resources for the PBC in Substance Use and Addictions Nursing:  
Appointment Type, Degree, Rank, and Status

Name	Appointment type	Terminal Degree Earned Field/ Discipline	Academic Title/Rank	Status	Course
Victoria Selby	Non-tenured	PhD/Nursing	Assistant Professor	Full Time	Addictions Nursing I, II, & III
Charon Burda	Non-tenured	DNP/Nursing	Director, Psychiatric-Mental Health Nurse Practitioner Specialty/Assistant Professor	Full Time	
Katherine Fornili	Non-tenured	DNP/Nursing	Assistant Professor	Full Time	
W. Henry Gregory	Non-tenured	PhD/ Psychology	Assistant Professor	Part Time	Motivational Interviewing

### Ongoing Pedagogy Training for Faculty in Evidenced-Based Best Practices:

The UMSON provides extensive pedagogical support for its faculty and is committed to providing evidence-based teaching practices for optimal student outcomes. It is home to the Institute for Educators which prepares nursing faculty and offers ongoing professional development for didactic and clinical instruction. Faculty at the UMSON engage in educational offerings, lectures, and mentorship programs offered by the Institute.

The UMSON Office of Learning Technology is dedicated to improving the quality of teaching, learning, research, and community service. They offer instructional design and technology, video production, distance and online education support, and faculty development in teaching with technology. They offer numerous online training for faculty on a range of topics including use of Blackboard, Webex, Zoom, ExamSoft, and more. Learning technology personnel provide ongoing technological assistance as well as individual training and collaboration to incorporate evidence-based course delivery.

Certificate faculty will use Quality Matters (QM), an evidence-based method of online course design in collaboration with learning technology specialists trained in QM.

### **J. Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12):

Distinguished as the first library established by a medical school in the United States, the Health Sciences and Human Services Library (HS/HSL) is the primary source of journal literature, clinical information sources, and research support for students, faculty, and staff of the UMB. At the HS/HSL, librarians are dedicated participants in each of the UM professional schools. Two librarians work directly with the UMSON to provide expert searching, consultation services, and learning opportunities.

Librarians actively participate in UMSON committees, attend school meetings and seek feedback in order to build collaborative relationships, respond to the information needs of the UMSON, and advocate for the unique needs of students and faculty. Librarians provide:

- Instructional programming to support students' professional and academic competency in literature searching, information management, and evidence-based practice. Librarian teach an average of 25 classes for 500 UMSON students, including course-integrated classes, specialized classes tailored to nursing specialties, and workshops for new students.
- Research consultation services with emphasis on expert searching in evidence-based practice. Librarians conduct an average of 200 consultations for individuals from the UMSON each year; both online and in-person.
- Research and information management workshops and tutorials, in person and online.
- Collection development expertise that is used to acquire resources that reflect the information needs of students and faculty. Faculty members and students can request new resources for the library's collection by submitting a request on the HS/HSL website or by contacting the School of Nursing Librarians.

The library offers a formal systematic review searching service, which includes research support through consultations and expert searching services. Although this service focuses primarily on

faculty research, the UMSON librarians have also been teaching these skills to PhD students and assisting them in building searches for systematic review assignments.

The HS/HSL website (<http://www.hshsl.umaryland.edu>) provides access to research support services and an extensive collection of information sources, including research databases; electronic book and journal collections; the University System of Maryland library catalog that provides access to materials from 16 affiliated libraries; course materials; guides to research; web-based reference services; the UM Digital Archive; and interlibrary loan. The library's collection is valued at \$29 million, with an annual budget of \$2.3 million. This includes over 360,129 print volumes and 17,400 e-books, 5,091 periodical subscriptions, and access to approximately 30,000 e-journals. The HS/HSL provides access to 108 web-based databases, including essential sources for searching health sciences literature and clinical information such as MEDLINE, Embase, Scopus, CINAHL, the Cochrane Library, and Micromedex.

The HS/HSL building serves as a learning center on campus that provides students, faculty, staff, and clinicians from the UMB campus and the University of Maryland Medical Center (UMMC) with quiet study space and information technology for research, study, and writing. The building houses 41 private group study rooms (18 technology-enhanced) and 3 quiet floors. The library provides 56 public access computers, 123 seats with 137 power outlets, and two open wireless networks. A presentation practice studio equipped with audio/ video capture and editing capabilities allows students and faculty to develop, practice, and evaluate presentations. The innovation space contains 3D printers and scanners, 3D human anatomy software, a button-maker and houses the library's poster printing service. Three computer learning labs in the building are used for course-integrated instruction and workshops led by librarians on finding, organizing, and evaluating information.

The library building is open until 1:00 a.m. and is open a total of 104 hours per week to meet the needs of students, faculty, and clinical staff. The Information Services Desk is open seven days per week (72 hours) to respond to questions and provide basic research assistance. For more complex questions, students are referred to the School of Nursing Librarians. Students can easily access the HS/HSL's electronic resources from off-campus, including most subscription databases, e-journals, and e-books.

UMSON students at the Universities at Shady Grove (USG) have access to the HS/HSL's databases, e-journals, and e-books. The Shady Grove site also has its own 22,500 sq. ft. library (Priddy Library), a LEED® certified building that holds a print collection of over 10,000 books. The Priddy Library provides ample space and technology for study, writing, and research. An on-site librarian is dedicated to working with Shady Grove-based students and faculty.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in COMAR 13B.02.03.13):

There is no anticipated need for additional infrastructure, or instructional equipment since the UMSON currently offers many courses online. The systems and resources needed for these four distance courses are already available. Software licenses and costs to the institution are in place and are sufficient to support an increase in enrollment in these two courses. All students have a UM institutional email account. The UMSON's Office of Learning Technology provides support for nursing students and is dedicated to improving the quality of teaching, learning,

research, and community service through technology. They provide assistance to students face-to-face Monday through Friday (8:30 am–4:30 pm), and by phone and by email. Students also have access to the UMB Computer Help Desk for computer/computing related information, online learning information, student email account information, hardware and software sales, and answers to frequently asked questions. We do not anticipate the need for additional resources.

**L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14):

The PBC in SUAN will require expanded faculty resources. Financial information on this proposed Certificate is located in Tables 1 and 2. In Year 1, we will offer one new course (Addictions Nursing I: Foundations) during the fall semester and a second new course (Motivational Interviewing) in the spring semester. In Year 2, the third new course (Addictions Nursing II: Special Topics) will be offered in the fall and the fourth new course (Addictions Nursing III: Clinical Aspects) will be offered in the spring.

Resources:

Program resources will be primarily funded by student tuition, Table 3 (below). Based on our needs assessment, we estimate high demand for the courses as many students will enroll in courses to fulfill electives, whereas others will complete the program and seek specialty certification in addictions. Our enrollment estimates are conservative, with a starting estimate of 10 students in Year 1, increasing to 15 students in Year 2, 20 students in Year 3, and 21 students in Years 4 and 5.

We have applied for the MHEC Nurse Support Program II grant to assist with the first two years of startup, followed by a plan for a sustainability thereafter. If grant support is not secured for the first two years as planned, we will modify our roll out plan to offer Addictions Nursing I: Foundations and Motivational Interviewing alternating semesters starting in fall 2020. Offering these courses will make vital education available and respond to the needs of our students. Once we have course enrollments of 20+ students for two semesters, we will offer Addictions Nursing II: Special Topics. Then, we will open enrollment in the program and offer the final course, Addictions Nursing III: Clinical Aspects.



Table 3: Program resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	74,160	148,320	199,738	211,822	213,940
a. Number of F/T Students	10	15	20	21	21
b. Annual Tuition/Fee Rate	7,416	9,888	9,987	10,087	10,188
c. Total F/T Revenue (a x b)	74,160	148,320	199,738	211,822	213,940
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	166,201	98,462	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	240,361	246,782	199,738	211,822	213,940

Expenditures:

Most of the program expenditures will support the necessary faculty to design, evaluate and provide the educational offerings, Table 4 (below). The program will incur startup costs associated with full development of the curriculum content and other materials, and to incorporate best practices for evidence-based online delivery methods. Thus, startup costs are higher, but once the program is well-established in Years 3, 4, and 5, it will approach full sustainability. We budgeted for administrative assistance with operations within the UMSON, including registration and enrollment activities. Support personnel will include an online instructional designer and teaching assistant. The UMSON will market the program on its website and other advertising platforms. The online education environment mitigates the need for new brick and mortar space for new classes. The program will have the advantage of being housed within UMB which is rich in existing resources, that can be directed towards implementation of this program. In Years 3, 4, and 5, investment can be made in faculty development, further marketing initiatives, and software/equipment updates.

Table 4: Program Expenditures

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	205,910	212,031	173,017	176,760	180,295
a. Number of FTE	1.4	1.4	0.8	0.8	0.8
b. Total Salary	164,596	169,489	138,303	141,069	143,890
c. Total Benefits	41,314	42,542	34,714	35,690	36,404
2. Admin Staff (b + c below)	2,227	2,272	2,317	2,364	2,411
a. Number of FTE	0.04	0.04	0.04	0.04	0.04
b. Total Salary	1,600	1,632	1,665	1,698	1,732
c. Total Benefits	627	640	653	666	679
3. Support Staff(b + c below)	32,229	32,479	23,880	23,880	23,880
a. Number of FTE	0.6	0.6	0.04	0.04	0.04
b. Total Salary	26,041	26,222	20,000	20,000	20,000
c. Total Benefits	6,188	6,257	3,880	3,880	3,880
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	523	8,819	7,354
<b>TOTAL (Add 1-7)</b>	<b>240,366</b>	<b>246,782</b>	<b>199,737</b>	<b>211,822</b>	<b>213,940</b>

**M. Adequacy of Provisions for Evaluation of Program** (as outlined in COMAR 13B.02.03.15):

The UMSO's Master Evaluation Plan requires the annual evaluation of courses, faculty performance, and student learning outcomes. This Plan and the resulting findings were reviewed and approved during the 2014 AACN/CCNE accreditation. Fiscal review occurs annually through the Dean's office with the assistance of the office of Evaluation.

### Course Evaluation

Each semester, students evaluate the courses in which they were enrolled. The evaluation includes an anonymous online assessment of various aspects of the course as well as student's perspectives on the quality of instruction. Results of these evaluations are compiled, analyzed and reviewed by faculty and UMSON administration and are used for course improvement and faculty development.

### Student Outcome Evaluation

Students enrolled in the PBC in SUAN will be required to meet educational objectives described in Section G. Student performance is evaluated through a variety of graded assignments including quizzes, projects, written assignments, case studies, and class presentations. Faculty and preceptors evaluate student practicum performance. Ongoing feedback is provided throughout the semester and students needing assistance are provided support. The curriculum for the PBC is designed to prepare students with the essential content and skills identified by the CARN and CARN-AP handbooks. Graduates of the program will be prepared to take the CARN and CARN-AP Examinations, provided that they hold current nursing licenses and have completed all other work-related requirements.

### Evaluation of student progress and achievement is determined by:

Evaluation of student progress is determined in various through various activities including quizzes of core and specialty knowledge; evaluation of written papers, projects, case studies, and routine and/or as needed meetings with advisors to review the students' progression within the program and development of their addictions nursing career portfolios. Preceptor assessment of learning in the practicum experience enables students to demonstrate the ability to apply knowledge gained from previous coursework.

### Faculty Evaluation

Faculty evaluation is completed through Student Course Evaluation of Instructional Effectiveness at the end of each term. Faculty performance is evaluated annually, and areas of teaching needing improvement are addressed by the faculty member's department chair.

### Clinical Preceptor and Clinical Site Evaluation

Students complete anonymous online surveys to evaluate the effectiveness of both their clinical preceptor and the clinical site.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education):

### Minority Student Access

The UMSON is committed to the recruitment and retention of students from diverse backgrounds. As stated in the UMB Notice of Non-Discrimination, "The University of Maryland, Baltimore does not discriminate on the basis of race, color, religion, national origin or

ancestry, sex, sexual orientation, gender identity or expression, physical or mental disability, marital status, protected veteran's status, or age in its programs and activities.” Consistent with this policy, diversity is one of the UMSON’s Core Values which extends to students, staff, faculty. The School will admit qualified students and eagerly welcomes a diverse student enrollment.

### Minority Student Achievement and Success

The PBC in SUAN will provide a variety of learning experiences and flexible offerings to address the needs of a diverse student body. The PBC can be completed full or part time, addressing the needs of employed students. The distance format provides flexibility and access to course offerings. The UMSON Student Success Center addresses the learning needs of graduate students by providing peer tutoring, study skill enhancement, writing assistance and additional types of academic support.

The UMB and UMSON strategic plans emphasize the importance of diversity and inclusion. Systems are in place to address the goals of the State Plan for Postsecondary Education (2017-2021) ensuring access to quality educational offerings, maximizing digital resources, the affordability of a state educational institution, and student completion of programs enhanced through a variety of student services. As part of their strategic plans, UMB and the UMSON have in place ongoing efforts to increase diversity and inclusion and achieve excellence. All students have access to faculty advisors available for mentorship and academic support.

The UMB has a variety of diversity and inclusion initiatives in place. The UMB Diversity Advisory Council is dedicated to promoting diversity and inclusion at the UMB. They host a variety of events such as diversity holiday celebrations, a Diversity Speaker Series, and affinity groups of faculty and staff that educate and advocate on campus. Campus trainings offered include safe space training, poverty simulations, avoiding micro-aggression, moral and ethical leadership, cultural understanding and others to enhance the university community to provide an inclusive environment.

The UMSON Office of Diversity aims to provide service and community outreach, innovation about diversity and inclusion, process improvement, and inclusive excellence among students, faculty, and staff. UMSON has been selected to receive the annual Health Professions Higher Education Excellence in Diversity (HEED) Award, the only honor recognizing U.S. and Canadian health schools and centers that demonstrate an outstanding commitment to diversity and inclusion across their campuses.

### **O. Relationship to Low Productivity Programs Identified by the Commission:**

Not applicable.

### **P. Adequacy of Distance Education Programs** (as outlined in COMAR 13.B.02.03.22):

UMSON offers a variety of programs and courses online, giving global access to innovative classes and the quality of a top-ranked school. Online courses at UMSON are certified by the Southern Regional Education Board’s Electronic Campus. Certificates already offered are Environmental Health, Nursing Informatics, and Teaching in Nursing and the Health Professions. Expectations for course rigor are equally high for online and face-to-face courses.

This involves excellence in course content, evidence-based delivery and design, oversight, continuous quality improvement, course and faculty evaluation, and strong academic integrity.

The UMBSON ILT customer service counter and distance learning serves faculty, staff, and students. Experienced staff assist with media applications in the classroom and presentations for conferences. Web-based instruction uses the internet to provide course materials (lectures, notes, visual, and audio resources) with two-way communication (chat and email) between instructors and students. UMB uses web-based instruction with Blackboard software for students and instructors to access, maintain, and complete coursework. UMBSON has a full-time instructional designer staff to support online courses that will work with project staff to enhance all online offerings.