

SCHOOL OF NURSING
OF
UNIVERSITY

UNIVERSITY
OF MARYLAND
AT BALTIMORE
1980-1982



Changes in 1980-1982 University of Maryland
School of Nursing Bulletin

Page 14

Lower Division Course Requirements

Effective for Fall 1982 Admit Class

12 Credits Social Science requirement reduce to 9 credits
3 Credits of a Sophomore level course covering Human
Growth and Development content from birth through
senescence is required. As of 2/5/82, the following
courses have been approved as meeting this course.

PSY 211	Anne Arundel Community College
0801.201	Bowie State College
PSY 171	Catonsville Community College
PSY/ED 201	Cecil Community College
PY 203 AND PY 207	College of Notre Dame (Both courses must be taken)
PSY 208	Frederick Community College
PSY 210 AND PSY 212	Frostburg State College (Both courses must be taken)
PSY 102	Harford Community College
HD 200	Howard Community College
PSY 203	Montgomery College
PSY 207	Prince George's Community College
PSY 300	Salisbury State College
PSY 203	Towson State University
SOWK 0388, PSYC 0306 or EDUC 0306	University of Maryland, Baltimore County
EDHD 320	University of Maryland, College Park or University College
ED 311 A	University of Maryland, Eastern Shore

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Effective for Fall 1983 Admit Class

English Composition - Increase the number of credits required from 3 to 6 credits.

Humanities - Reduce from 15 to 12 the number of Humanities credits that are required. A 3 credit college level mathematics course with a prerequisite of some college preparatory mathematics in high school is required as one of the Humanities courses.

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Effective for Fall 1982 Admit Class

Human Growth and Development will not be taught in the Junior Year and, therefore, must be taken at the Sophomore level.

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Above changes need to be considered in reviewing the assessment form on page 16.

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The following changes should be noted:

NUTR 204	Towson State University - Course not acceptable if taken <u>after</u> summer 1981.
NUTR 331	Towson State University - Course not acceptable effective Fall 1981
HE 200	Frederick Community College - Add to list
HE 200	Frostburg State College
BIO 203	Hagerstown Junior College - Add to list
BIO 212	Prince George's Community College - Effective Fall 1981
HE 210 OR HE 311	University of Maryland, Eastern Shore - Courses acceptable in transfer

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Advanced Placement for the Registered Nurse

Effective for the Admit Class of 1982

*NURS	311	Pathophysiology I (Faculty Prepared)	3 credits
*NURS	312	Pathophysiology II (Faculty Prepared)	3 credits
#NURS	426	Professional Strategies (ACT)	3 credits
+NURS	457	Maternal and Child Health Nursing (ACT)	Total of 21 credits
+NURS	554	Adult Nursing (ACT)	for these
+NURS	503	Psychiatric/Mental Health Nursing (ACT)	three examinations

*A minimum grade of "C" is required on these advanced placement examinations.
#A minimum score for this test has not been determined as of this date.
+A minimum score of 45 is required on each of these three examinations.

NURS 311 and 312 are prepared by University of Maryland faculty. NURS 426, 457, 554 and 503 are prepared by the American College Testing Center. Those who would like to contact the Center directly may do so by writing the following address:

ACT PEP
2201 North Dodge Street
P.O. Box 168
Iowa City, Iowa 52243

If an applicant fails NURS 311 or 312 he must take the courses after matriculation or successfully complete them when the examinations are again offered. Students, also, have two attempts to successfully pass NURS 457, 554, 503 and 426. Students who fail to pass any of these tests on the second attempt are allowed to apply to the generic program.

Advanced Placement Examinations must be retaken if the student does not matriculate in the upper division course of study within two admission years after taking the examinations.

Effective for Admit Class of 1982

Fall Semester 1982

*NURS 314	Concepts of Nursing I	9 credits
*NURS 311	Pathophysiology I	3 credits
NURS 313	Introduction to Nursing Process	3 credits

Winter Session 1983 (Month of January)

NURS 323	Stressors Through the Life Span	3 credits
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Spring Semester 1983

*NURS 315	Concepts of Nursing II	9 credits
*NURS 312	Pathophysiology II	3 credits
NURS 418	Special Topics	3 credits

Fall Semester 1983

<u>Track A</u>		OR	<u>Track B</u>		
NURS 324	Concepts 3A	9 credits	NURS 325	Concepts 3B	9 credits
*NURS 322	Nursing in Society	3 credits	NURS 410	Research and Statistics	3 credits
NURS 321	Introduction to Organizational Behavior	3 credits	NURS 321	Introduction to Organizational Behavior	3 credits

Winter Session 1984

+NURS 326	Clinical Elective	3 credits	+NURS 326	Clinical Elective	3 credits
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Spring Semester 1984

<u>Track A</u>		OR	<u>Track B</u>		
NURS 324	Concepts 3A	9 credits	NURS 325	Concepts 3B	9 credits
NURS 322	Nursing in Society	3 credits	NURS 410	Research and Statistics	3 credits

*These credits are challenged by the R.N. after applying to the upper division (Advanced Placement Examinations NURS 457, 554 and 503 are equivalent to credits for NURS 314 and 315 and NURS 426 is equivalent to NURS 322)
 +NURS 326 may be taken by generic students in summer of 1983 with special permission.

Page 21 A typical plan of study for the Registered Nurse Students.

Effective in Fall 1982 (Full Time Study)

Fall Semester 1982

NURS 334	Concepts IV A	9 credits
NURS	Client assessment	2 credits
NURS 418	Health Elective	
	<u>or</u>	3 credits
NURS 410	Research & Statistics	

Winter Session 1983

NURS 326	Clinical Elective	
	<u>or</u>	3 credits
NURS 348	Workshop	

Spring Semester 1983

NURS 335	Concepts IVB	9 credits
NURS 321	Introduction to Organizational Behavior	3 credits
NURS 418	Health Elective	
	<u>or</u>	
NURS 410	Research & Statistics	3 credits

Page 21 Part-Time Study

This option is available to a limited number of registered nurses who are admitted to the School of Nursing. Part-time students may complete the program in two or three academic years. Enrollment in certain courses may be limited depending upon demand.

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A grade of "C" or better is required in both the didactic and clinical portions of Nursing Concepts courses: NURS 314, 315, 324, 325, 326, 334 and 335.

Also, a "C" or better is required in NURS 311, 312 and 313 and failure to obtain this grade prohibits students from moving to the next level concepts course. In sequential courses such as NURS 311, 312, 314, 315, 324 and 325 and NURS 334 and 335, a "C" must be earned in each course in the sequence before registering for the next course. NURS 326 is graded pass-fail and requires a pass grade. If a "D" or "F" is received in a Nursing Concepts Course, the course must be repeated, with permission of the Director of Admissions and Academic Progressions, and a "C" grade or higher earned the next time it is offered.

Page 23 Paragraph starting with "A grade of D or F..."

A grade of "D or F" is unsatisfactory for Nursing Concepts and the courses titled as follows:

Pathophysiology I
Pathophysiology II
Introduction to the Nursing Process
Client Assessment

New Requirement For Admission Class of 1982

Starting with the admission year of 1982, both the generic and R.N. students are required to be certified in Cardiopulmonary Resuscitation; the certificate must be effective for the period of August 1982-June 1983. The certificate must be valid as long as the student remains in the School of Nursing. The CPR modular must be a full length modular and must include the following: artificial respiration, one person CPR and two persons CPR (plus changing places), infant resuscitation, and choking maneuvers.

JAC/mvh
2/82

SCHOOL OF NURSING

University
Of Maryland
at Baltimore
1980-1982

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GENERAL INFORMATION



Statement of Philosophy

The School of Nursing, an autonomous educational unit within the University of Maryland, derives the broad outlines of its purpose and functions from the philosophy and policies of the University. The faculty of the School of Nursing is accountable for implementing the triad of University functions: teaching, research and service. These functions are attuned to the ever-changing needs of society in the global community. The faculty recognizes the interrelationships between teaching, research and practice in nursing. Through participation in research and utilization of valid research findings, teachers and learners contribute to effective nursing practice.

Inherent to the practice of nursing is the shared belief that man is an integration of components and processes that cannot exist independently of each other. Internal and external environmental influences alter man's state of health from either environment as both evolve through the continuum of time. When manipulation of these forces is required to enhance man's potential for health, nursing can enter as a means to bridge the gap between potential and actual health states.

The goal of professional nursing is to assist the individual, the family and the community in the development of their potential by helping each to gain, maintain or increase his optimal level of health. Interacting in a dynamic way, the nurse becomes an integral part of the environment of the client, acting with awareness of selected factors operating within that environment. Through a mutual relationship based on trust, the nurse demonstrates respect for the client's autonomy, integrity, dignity and feelings, and recognizes rights and responsibilities. This kind of nursing is best fostered in a delivery system which is responsive to the range of internal and external forces affecting health care, strengthening the forces which contribute to higher states of health and diminishing those which lead to reduced levels of health. The goal of nursing is achieved through recognition of specific needs of consumers and the mobilization and distribution of resources to meet those needs. The effective operation of the health care system requires essential input from both consumers and professional nurses to achieve desired goals.

Education is an on-going process which involves the teacher and the learner in pursuing and sharing knowledge in an organized setting with planned experiences resulting in desired behavioral change. Believing in democratic principles, the faculty emphasizes its faith in the individual as a being of inherent worth and dignity who has the right and responsibility to participate in the educative process to the extent of his capabilities. Learning is enhanced in a setting which encourages analytical evaluations of existing health practices and open communication among members of the various health services. Under the guidance of the faculty, purposeful behavior is encouraged and developed in students through the incorporation of knowledge from the humanities and the behavioral, biological and physical sciences with current theory and practice in professional nursing.

The three education programs within the School of Nursing, undergraduate, graduate and continuing education, have evolved from and are in agreement with this philosophy. Elaboration of this basic philosophy will be found in sections of this bulletin dealing with the undergraduate program, the graduate program and the continuing education program.

History

The School of Nursing, one of six professional schools of the University of Maryland at Baltimore, was established on December 15, 1889 by Miss Louisa Parsons in the old University Hospital Building on Lombard and Greene Streets. Miss Parsons had been a student of Florence Nightingale and was a graduate of Miss Nightingale's school at St. Thomas' Hospital in London.

The original curriculum of the University of Maryland Training School, which required two years for completion, was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the University administered by the hospital. An optional five-year curriculum was instituted in 1926 combining two years of arts and sciences on



the College Park campus and three years at the School of Nursing in Baltimore. Both a Bachelor of Science degree and a Diploma in Nursing were awarded upon completion of the five year program. This sequence, as well as the three-year hospital school, phased out in 1952 when Dr. Florence M. Gipe, now dean emerita, became dean of the new autonomous four-year program leading to the Bachelor of Science degree in Nursing.

In 1954 the School of Nursing became a department of the Graduate School which awards the degree of Master of Science with a major in nursing to qualified candidates. One of Dean Gipe's lasting contributions to nursing education in the south was her leadership in establishing graduate education within the Nursing Council of the Southern Regional Education Board. Together with the deans of five other Schools of Nursing with accredited graduate programs, she pioneered in setting guidelines and interpreting the need for graduate programs of high quality.

The first decentralized setting of the School of Nursing where qualified (undergraduate) students could complete the nursing major was established when the Walter Reed Army Institute of Nursing (WRAIN) was created in 1964 through a contractual arrangement between the University of Maryland and the Department of the Army. Students in this program were subsidized during the junior-senior years and following graduation were obligated to serve for three years in the Army Nurse Corps. The Walter Reed Army Institute of Nursing closed with the last class of WRAIN students graduating in June, 1978. A second decentralized program was initiated in 1974 through an agreement between the University and the Mercy Hospital Clinical Center in Baltimore. Organized along lines somewhat similar to WRAIN, with Mercy Hospital bearing the main expense of instruction, the Mercy program represented a unique way in which one private hospital chose to continue its support to nursing education after closing its hospital school. A first University of Maryland class of 33 students whose main clinical base had been the Mercy Clinical Center graduated in June, 1976. Students in the decentralized program met the School's admission criteria. Faculty at this center were appointed by the University of Maryland and utilized University—approved clinical resources in providing learning experiences which met requirements of the School of Nursing curriculum. Although in a decentralized setting, both faculty and students function as one school. The last class supported by Mercy Hospital graduated in June, 1980.

The employment of a director of continuing education in 1969 resulted in much appreciated services to nurses throughout Maryland. Subsequent development of regional com-

mittees has involved large numbers of nurses in planning for continuing education programs geared to specific interests and needs (See Continuing Education, page 63).

A multimedia self-instructional grant from the Division of Nursing, Department of Health, Education and Welfare, during 1969-74, provided the stimulus for the development and use of newer teaching-learning strategies. An Instructional Media Center staffed with nursing faculty and skilled technicians has continued to be a valuable resource to faculty and students.

A research development grant from the Division of Nursing, Department of Health, Education and Welfare, which was available to the School of Nursing from 1970 to 1975 served to increase faculty's involvement in research. The establishment of a Center for Research and Evaluation in 1975 provided for the coordination of research courses as well as additional consultative services to both faculty and students.

Since early days, the baccalaureate curriculum has been available to registered nurses who wished to pursue further study. However, in recent years faculty have put forth great effort to encourage nurses who demonstrated motivation and ability to avail themselves of options which increasingly are available to the adult learner in higher education. Admission to the School's integrated upper division clinical program was facilitated by administration of newly designed challenge examinations. Clinical experiences available to R.N.'s provided innovative approaches to meeting objectives of the baccalaureate curriculum. Further evidence of the School's concern for enlarging the pool of baccalaureate prepared nurses in Maryland was the institution in 1975 of an outreach program for "community bound" nurses in Western Maryland and the Eastern Shore. The first outreach baccalaureate program class of 27 students graduated in June, 1978. In the fall semester, 1980, the master's degree program initiated outreach classes for students in Western Maryland and on the Eastern Shore. The first master's level outreach class consisted of 37 students, 11 in the West and 26 in the East.

Faculty have accomplished a complete revision of both baccalaureate and graduate curricula in recent years. Implementation of the former was initiated in the fall of 1972 concurrently with a very large increase in upper division nursing enrollment of the Baltimore campus. Since 1974, because of limitations in the availability of clinical facilities in the Baltimore metropolitan area, it has been necessary to restrict admissions to the junior class to 300 students. The new master's curriculum, which was granted approval by the Graduate School early in 1976, is characterized by flexibility in the choices offered to students. The revision also was responsible for the creation of a new Department of Primary Health Care. In 1978, the opportunity for specialization in gerontological nursing was added to the master's curriculum, and in 1979, an area of concentration in nursing health policy was developed. In addition to preparing competent practitioners to meet current health care needs, both curricula endeavor to provide graduates with a foundation to adapt to and influence changing trends in health care delivery.

During the 1977-78 academic year, the second dean of the School of Nursing, Dr. Marion I. Murphy, announced her retirement plans. She served as dean from 1967-78 guiding the School and faculty with imaginative and assertive leadership and continuously working to assure quality educational opportunities for more nurses at all levels of preparation. During her tenure as dean, Dr. Murphy served as Chairperson of the Maryland Commission for Nursing; this Commission proposed ten recommendations based on identified nursing education needs of the state of Maryland. In her final year as dean, a substantive proposal for a doctoral program in nursing leading to the award of a Ph.D. degree was developed and approved by the University. The doctoral program in nursing was implemented in the fall semester, 1979 with an initial enrollment of four full-time and three part-time students. The addition of this program increases the level of educational preparation offered by the School of Nursing and is congruent with and supportive to the missions of the University.

Nurses' Alumni Association

Organized in 1895, School of Nursing alumni provided early leadership in the organiza-

tion of the Maryland Nurses' Association and in passage of the Nurses' Licensing Act of 1903. Over the years alumni have demonstrated not only their strong support of the School but awareness of changes taking place in nursing. Although incorporated as Alumnae, the Association changed its title to Alumni in 1964 thus establishing the eligibility of men graduates for memberships. The historic pin, designed by Tiffany's for the class of 1894, bore the inscription Nurses' Alumni Association until 1970 when, by action of the Association, the lettering for future graduates was changed to School of Nursing, University of Maryland. The Nightingale cap, bestowed by the School's founder, Louisa Parsons, remains the property of the Alumni Association. Since 1968, all baccalaureate graduates of the School of Nursing are eligible to purchase the cap.

The Campus: The University of Maryland at Baltimore

The tradition of education of the human service professions on the Baltimore campus began with the founding of the School of Medicine in 1807. The Dental School was the first in America; other professional schools in order of date of origin are Law, Pharmacy, Nursing and Social Work and Community Planning. These professional schools represent a tremendous resource to the community in which they are located. Also, their proximity to one another offers rich opportunity for interprofessional activities of a service and research nature. The professional schools of the University of Maryland at Baltimore have accepted as one of their major missions, leadership responsibility for the continuing improvement of health care delivery in Maryland. This will be accomplished by educating and training the appropriate kinds and numbers of professionals to meet the needs of the people of the state. The development of improved methods of health care delivery will be incorporated into the education process, including those which ensure efficiency and establish standards for quality of care.

The UMAB campus is situated in the heart of the downtown section of Baltimore, a city whose early historic origins are rivaled only by tremendous urban center developments in recent years. Baltimore is one of the foremost commercial, cultural and scientific centers on the Eastern seaboard and offers unlimited extracurricular activities to students and visitors.

Accreditation and Membership

The University of Maryland is a member of the Association of American Colleges and is accredited by the Middle States Association of Colleges and Secondary Schools. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing; the School also maintains membership in the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing. The baccalaureate program is approved by the Maryland State Board of Examiners of Nurses. The School is represented in the Council on Collegiate Education for Nursing of the Southern Regional Education Board by the dean, associate deans for undergraduate and graduate studies and the director of continuing education. The School also is a member of the American Association of Colleges of Nursing.

Equal Opportunity

Qualified applicants are admitted without discrimination in regard to age, creed, ethnic origin, marital status, handicap, race and sex. The enrollment of the racial minority student, the male student, and the adult learner has been increasing annually. In line with its stated philosophy, the School of Nursing encourages students with diversified backgrounds to seek admissions to the baccalaureate and graduate programs, thereby enriching the educational experience for all.

Similarly, effort is made to recruit faculty with diversified backgrounds particularly representatives of minority groups. Although all faculty carry certain common responsibilities, the black or male faculty member undeniably becomes a role model further illustrating the School's commitment to affirmative action.

Registration on Campuses Within the University of Maryland System

Registration at one of the University of Maryland campuses permits a student to register for courses (space available) offered by another campus within the University of Maryland system.

Office of Admissions and Registrations.

Determination of In-State Status for Admission, Tuition and Charge Differential Purposes*

An initial determination of in-state status for admission, tuition and charge differential purposes will be made by the university at the time a student's application for admission is under consideration. The determination made at that time and any determination made thereafter shall prevail in each semester until the determination is successfully challenged prior to the last day available for registration for the forthcoming semester. A determination regarding in-state status may be changed for any subsequent semester if circumstances, as later defined, warrant redetermination.

General Policy

1. It is the policy of the University of Maryland to grant in-state status for admission, tuition and charge differential purposes to United States citizens and to immigrant aliens lawfully admitted for permanent residence in accordance with the laws of the United States, in the following cases:

- a. where a student is financially dependent upon a parent, parents or spouse domiciled in Maryland for at least six consecutive months prior to the last day available for registration for the forthcoming semester
- b. where a student is financially independent for at least the preceding 12 months and provided the student has maintained his domicile in Maryland for at least six consecutive months immediately prior to the day available for registration for the forthcoming semester
- c. where a student is a spouse or a dependent child of a full-time employee of the university
- d. where a student who is a member of the Armed Forces of the United States is stationed on active duty in Maryland for at least six consecutive months immediately prior to the last day available for registration for the forthcoming semester, unless such student has been assigned for educational purposes to attend the University of Maryland.
- e. where a student is a full-time employee of the University of Maryland.

2. It is the policy of the University of Maryland to attribute out-of-state status for admission, tuition and charge differential purposes in all other cases.

3. Each campus of the University will be responsible for making the in-state determination for the prospective or enrolled student.

4. In-state status is lost at any time a financially independent student establishes a domicile outside the State of Maryland. If the parent(s) or other persons through whom the student has attained in-state status establish a domicile in another state, the student shall be assessed out-of-state tuition and charges six months after the out-of-state move occurs.

Insurance Coverage

All nursing students, undergraduate and graduate, enrolled for clinical nursing courses, are required to carry malpractice liability insurance.

**A complete statement of this policy is available from the Office of Admissions, Room 132 Howard Hall, 660 West Redwood Street, Baltimore, Maryland 21201.*

INSTRUCTIONAL FACILITIES AND RESOURCES



Health Sciences Library

The principal library for the campus is the Health Sciences Library which is located near the School of Nursing. The library, which houses more than 230,000 bound volumes and over 3,100 current periodical subscriptions, is ranked one of the top 15 health sciences libraries in the nation.

Its collection, which serves the Schools of Nursing, Pharmacy, Dentistry, Medicine, and Social Work and Community Planning, is more varied than those of most other libraries. The subject scope encompasses the basic biomedical and health-related sciences as well as the social and behavioral sciences. Thus, in providing literature to support the teaching, research and health care programs on the campus, the library makes available a wide range of materials to the nursing community.

The Health Sciences Library has established an innovative outreach service program which adds a new dimension to library service on campus. Each of six Information Specialist librarians is assigned to one of the professional schools or the hospital. The Information Specialists participate in collection evaluation and development in the respective subject areas related to their assigned professional school, teach seminars and orientations in information retrieval, serve as information consultants, provide traditional reference service, as well as being responsible for the Computerized Reference and Bibliographic Service (CRABS) which provides customized subject bibliographies.

The library has access to over 30 computer data bases in the sciences and the social sciences including MEDLINE, Psychological Abstracts, ERIC, TOXLINE, and Social Sci—Search.

Interlibrary Loan service is available for needed materials not held in the library collection.

Self-service photocopy machines are available on all floors of the library.

The library is open 8 A.M. - 10 P.M. (Monday - Friday), 9 A.M. - 5 P.M. (Saturday) and 2 P.M. - 9 P.M. (Sunday). Special holiday and summer hours are posted.

Nursing Media Center

The School of Nursing offers opportunity for both individual and group learning activities in the Nursing Media Center.

Self-Instruction: The rationale for this approach is that the knowledge and skills needed by individual nursing students vary at any given time. Availability of appropriate materials in self-instructional format provides for this diversity of needs. As the result of a special project, a group of faculty and technicians developed and produced a large number of multimedia self-instructional study units. In addition, commercially prepared materials have been purchased as appropriate to meet students' needs. The environment for self-study is an Instructional Media Laboratory with 68 carrels including a variety of equipment. Undergraduate students may be required to study specific units as course requirements and may pursue other self-instructional materials relevant to their individual learning needs. Graduate students utilize the laboratory on a selective basis.

Skills practice: Undergraduate students who wish to practice certain nursing skills and procedures may do so in Skills Laboratories adjoining the Nursing Media Center. The laboratories contain typical clinical equipment which enables students to simulate direct care situations. A Skills Laboratory Committee of faculty members prepares skill guides to assist the student using the laboratory; an R.N. laboratory assistant is available to provide guidance to students on a part-time basis.

Both the Nursing Media Laboratory and Skills Laboratories are open during early evening hours.



Group Instruction: Classroom instruction at the School of Nursing is supported through a variety of media services. Movie projectors, overhead projectors, audio tape recorders and other equipment are available for use in classes or seminars. A library of film and other media catalogs is maintained to help faculty locate desired films, tapes and other resources. Materials for and assistance in the production of slides and overhead projector transparencies are available to faculty members who wish to make use of those techniques.

The School also has a closed circuit television studio where live or taped programs can be produced. A portable videotape system and production assistance are available for faculty and students who wish to videotape projects on their own.

The University Hospital Media Center on the eleventh floor, as well as other campus Media Centers are also open to students.

Center for Research and Evaluation

As nursing moves forward in the establishment of its own theoretical base and explores its relationship to other human services, research has assumed new dimensions. The School of Nursing provides introductory courses in research methodology for under-graduate students and more advanced offerings for graduate students. The faculty of the Center for Research and Evaluation, in addition to teaching, are available to assist faculty and graduate students with research design, sampling procedures, techniques of measurement, data collection and analysis as well as preparation of reports and proposals. Specialists in educational evaluation provide leadership evaluation of curricula and other areas. The Center has a Research Reading Room with a collection of 200 books primarily devoted to aspects of research methodology, selected journals, and a file of measurement instruments; and a Data Analysis Laboratory that houses a variety of mini-calculators and mini-computers for faculty and student use. Instruction in utilization of hardware in the laboratory is available. Computer service facilities on both the Baltimore and College Park campuses also are utilized extensively.

School of Nursing faculty and students participate in national as well as local research consortiums. Research of a multidisciplinary nature is increasingly possible as nursing and other health disciplines have identified common problems. The Center schedules two "Research Days" and a number of noon seminars during the academic year to highlight such activities as part of its faculty development program. A newsletter, *RSVP*, is distributed biannually to 800 Schools of Nursing and hospitals throughout the country.

Student Services: Undergraduate and Graduate Programs

National Honor Society of Nursing. Sigma Theta Tau, founded in 1922, is the national honor society of nursing; Pi Chapter was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship achievement, encourage and support research activities, and strengthen commitment to the ideas and purposes of the nursing profession.

Candidates for membership are selected from the basic baccalaureate, the registered nurse, and the graduate students in nursing as well as outstanding nurses from the community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

Who's Who Among Students in American Universities and Colleges. Membership in this organization is open to juniors, seniors and graduate students in the School of Nursing. Both students and faculty participate in the nomination and selection of members on the basis of the following criteria: Scholarship ability, participation and leadership in academic and extracurricular activities, citizenship and service to the school and potential for future achievement.

Phi Kappa Phi. Phi Kappa Phi is a national honor society which was established at the University of Maryland in 1920. Its objective is to foster and recognize outstanding scholarship, character and social usefulness in students from all areas of instruction.

Candidates for membership are selected from the basic baccalaureate, the registered nurse and the graduate students in nursing.

Other Awards. School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. The awards, which are presented at an academic convocation, have been donated by the Nurses' Alumni Association or other groups or individuals who wish to recognize outstanding individuals in the student body. Annually a Research Award is presented to a master's student in recognition of excellence in research, and an award is presented to the outstanding master's student in each area of concentration.

UNDERGRADUATE PROGRAM



Undergraduate Program Overview

The program in professional nursing, leading to the degree of Bachelor of Science in Nursing, is available to men and women who establish eligibility for admission. The first two years of preprofessional study (lower division course requirements) are available at University of Maryland campuses and at other accredited colleges or universities. On these campuses, the student pursues a program geared to providing fundamentals of a liberal education and subjects which are supportive to the study of nursing. The junior and senior years are devoted to completing the nursing major on the Baltimore Campus.

Registered nurses who desire to bring their previous preparation for nursing in line with requirements for the baccalaureate degree are encouraged to establish eligibility for admission. Credits previously earned at an accredited two or four year college or university are assessed according to University of Maryland and School of Nursing policies governing transfer of credit; opportunity to establish credit for certain foundational and nursing courses is provided.

Objectives of the Undergraduate Program

The baccalaureate graduate of the University of Maryland School of Nursing is committed to the total wellbeing of people and demonstrates respect for their dignity, worth, autonomy and uniqueness. In ambulatory, community, and inpatient settings, the graduate provides effective nursing care that assists individuals, families and other groups at any point on the health continuum to attain, regain, or maintain their maximum level of health and highest level of functioning.

The baccalaureate program provides a learning environment which fosters purposeful self-direction; implementation of nursing care is based on a deep grasp of nursing knowledge and skill, analytical thinking and discriminative judgment. As a result of the educative process, and following an appropriate orientation to a nursing care setting, the graduate is able to assume beginning leadership in the practice of nursing. Awareness of nursing's effectiveness on the improvement of health care services to people gives impetus to the graduate's continuing search for knowledge which supports practice.

To achieve these ends the graduate:

1. synthesizes selected concepts from the affective, cognitive, and psychomotor domains in formulating a philosophy of nursing;
2. uses affective, cognitive, and psychomotor behaviors in applying the nursing process to individuals and small groups;
3. demonstrates personal and professional growth with increasing self-direction;
4. demonstrates leadership in own nursing practice;
5. demonstrates responsible organizational behaviors in meeting professional goals within health care agencies;
6. collaborates in the assessment of and planning for meeting the health care needs of individuals and small groups;
7. improves own nursing practice through the evaluation and application of selected research.

Upper Division Program

(Pre-Admission Advisement)

The University of Maryland School of Nursing offers one undergraduate program which leads to a baccalaureate degree in nursing (B.S.N.). It admits to this upper division program two types of students: registered nurses and generic students.

Articulation Programs - An Advisement Tool

Both the registered nurse and the generic student must successfully complete an equivalency of two years of lower division college course work prior to matriculation in the baccalaureate program of the School of Nursing at Baltimore. The required lower division courses may be taken at any accredited institution of higher education. The following schools have designed special articulation programs which facilitate a student's admission to the School of Nursing:

Alleghany Community College
Anne Arundel Community College
Catonsville Community College
Cecil Community College
Charles County Community College
Chesapeake College
The Community College of Baltimore
Dundalk Community College
Essex Community College
Frederick Community College
Garrett Community College
Hagerstown Junior College
Harford Community College
Howard Community College
Montgomery College
Prince George's Community College
Frostburg State College
University of Maryland — Baltimore County Campus
University of Maryland — College Park Campus
University of Maryland — Eastern Shore Campus
Wor—Wic Community College

The articulation program for each of the above listed community colleges is described in a booklet entitled: "*Programs Articulated Between (insert one of the above) College and the University of Maryland at Baltimore City.*" This booklet is kept in the counseling center of each community college. The articulation program for the following institutions is listed in their college catalogue:

University of Maryland — Baltimore County
University of Maryland — College Park
University of Maryland — Eastern Shore (Regular and Honors Programs available)
Frostburg State College

These printed articulation programs can serve as valuable advisement tools. By using them, most students are able to determine which of their courses will be used in meeting the lower division course requirements for admission to the School of Nursing located in Baltimore City.

Pre-Admission Counseling Sessions

The Office of Admissions and Academic Progressions provides small group counseling sessions for students interested in admission to the School. At the counseling sessions an explanation of the admission process is given and each attendee's academic credentials are evaluated. For an appointment for one of the sessions, phone the following number: (301) 528-6283.

Foreign Students or Native Students Who Attended Foreign Institutions

The first step in the admissions process is to validate the completion or planned completion of the 59 lower division credit requirements prior to the student's anticipated matricu-

lation date. To validate which of *the credits* taken at a foreign institution (s) will be accepted as fulfilling the Nursing School's required lower division courses, the student must do the following:

(1) file an official application with appropriate fee

(2) have the appropriate officer at the foreign school(s) attended send an official transcript(s) with English translation to the Office of Admissions and Registrations at 660 W. Redwood Street, Baltimore, Maryland 21201.

Since it takes approximately 6 months for the processing of documents received from a foreign country, it is critical that the student apply in early fall for the following fall's admission date.

General admission requirements and those specific to the Registered Nurse will be used for foreign nurse applicants who are registered to practice nursing in the United States and for those who will be registered by the anticipated matriculation date. General admission requirements and those specific to the generic student will be used for students who are not eligible for registration to practice nursing in the United States or who do not take and/or do not pass the State Board of Nursing Examination prior to the anticipated matriculation date.

Foreign students are required to take the Test of English as a Foreign Language. A score of 500 is considered to be an indication that the applicant could be successful in language comprehension and use.

Lower Division Requirements

Professional upper division education in nursing requires a foundation of learning provided by required lower—division college courses. Prior to fall matriculation in the undergraduate program, all students must have completed the following lower division course requirements at an accredited college or university:

Course Requirements	Credits
English Composition	3
Chemistry Including Lab (inorganic & organic content)	8
Human Anatomy & Physiology Including Lab ("C" or better grade)	8
Microbiology Including Lab ("C" or better grade)	4
*Social Sciences	12
**Humanities	15
Nutrition (sophomore level)	3
Electives	6
	Minimum of 59

**Must include at least one course in sociology and one course in psychology. **Must include courses selected from at least three disciplines within the humanities areas.*

Policies Governing Transfer of Lower Division Credits

The following is a list of policies which govern the transfer of college credits to the School of Nursing:

1. Human anatomy and physiology, chemistry and microbiology must be courses taken by students who plan to or could use them as credits toward a major in these areas. In other words, they cannot be terminal courses for non—majors; i.e., students majoring in nursing, physical education, etc.
2. Required natural science courses (chemistry, microbiology and human anatomy and physiology) must include laboratory experience.
3. Courses in religion will be accepted in transfer when they have been taught within a framework which oversteps specific sectarian concerns and/or dogma. Religion courses whose content is exclusively/primarily limited to sectarian dogma will *not* be accepted in transfer.

4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy. (See page 17 for list of currently approved nutrition courses.)
5. Humanities credit will be given for one "studio" course in the fine arts; (i.e., class in piano and painting) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).
6. "D's" are not transferable for anatomy and physiology and microbiology from either in-state or out-of-state institutions. For other courses, Ds are transferable from in-state public institutions only.
7. Courses taken on a Pass/Fail basis may be used for elective credits only.
8. Credits earned in courses titled Human Growth and Development are not applicable toward preprofessional course requirements. This content is taught within the School of Nursing (Junior Year).
9. Remedial and/or repetitive courses are *not* applicable for credit.
10. Nursing courses are not transferable.
11. Foreign Language — Humanities credit will be given for the first semester elementary course in a language (i.e., FREN 101, ITAL 101) only if additional credit is earned in that language. However, the first course can be used for elective credit even if no additional credit in that language is earned.
12. Social, physical and natural science courses taken 10 or more years prior to a student's matriculation date will not be accepted.
13. Only students with an overall grade point average of a 2.0 or better will be considered for admission to the School of Nursing.
14. Only 59 applicable credits are necessary for matriculation to the School of Nursing. A maximum of 60 credits will be applied toward the matriculation grade point average; additional credits earned by the student will be viewed by the Admissions Committee as credit for enrichment but will not be calculated in the Student's matriculation grade point average.
15. Whenever possible, credits recorded on an applicant's transcript(s) will be used as the basis for calculating the matriculation grade point average rather than those grades resulting from courses listed on the "Courses In Progress" sheet, which is a form included in the official application.
16. No more than half of the 122 applicable credits required for graduation can be earned by examinations (see Department Examinations and CLEP below).

Establishing Lower Division Credit by Examination

Departmental Examinations: Many two- and four-year colleges and universities provide an opportunity for students to take examinations for credit, provided the student has had some instruction and experience in the content of the course under consideration. Arrangements are made by students with the appropriate departments in the college in which they are matriculated on a full- or part-time basis. The School of Nursing will accept the credit earned by examination provided the course name and number, grade, and credits earned are on the transcript. (In most cases, Pass/Fail grades are not accepted).

CLEP: It is possible to earn credit by examination through the College Level Examination Program of the College Entrance Examination Board. The School of Nursing recognizes *selected CLEP* exam results for credit provided the student earns a grade determined acceptable. The results from the CLEP tests can be submitted to the Director of Admissions and Registrations, Room 132, Howard Hall, 660 West Redwood Street, Baltimore, Maryland 21201 for information on the scores transferability.

Assessment Form

For Student Use Only Not to be Submitted to the School

The following form is a model of the form used by admission officers in assessing an applicant's eligibility for admission. Interested students can use it to keep track of their progress in meeting lower division requirements.

Lower Division Requirements	Required Credit	Credit Earned	Grade	Q.P.	School	Year Taken
English Composition	3					
Chemistry with Laboratory (Including inorganic and organic content)	8					
Human Anatomy and Physiology with Laboratory	8					
Microbiology with Laboratory	4					
Social Sciences (12 cr. - includes sociology, psychology, anthropology political science, economics, geography One course <i>must</i> be in sociology and one <i>must</i> be in psychology						
_____	3					
_____	3					
_____	3					
_____	3					
Humanities (15 cr.) Need courses from at least 3 of the following areas: Literature, language, fine arts, history, philosophy, mathematics, public speaking						
_____	3					
_____	3					
_____	3					
_____	3					
_____	3					
Nutrition (sophomore level)	3					
Electives	6-7					

Matriculation G.P.A.						
Minimum		59				

Approved Nutrition Courses Effective April 1980

Others May Be Added As Developed

BIO 280	Anne Arundel Community College
BIOL 266	Catonsville Community College
NUTR 160	Chesapeake College
BL 206N	College of Notre Dame
DNT 200	Community College of Baltimore
AH 160	Essex Community College
NUT 200	Frostburg State College
BIO 210	Harford Community College
NUTR 204	Hood College
SCI 262	Howard Community College
12A07	Johns Hopkins University
12A08	Johns Hopkins University
BL 213	Montgomery College
BIO 212	Prince George's Community College
SCI 316	St. Mary's College of Maryland
BIOL 217	Salisbury State College
NUTR 204	Towson State University
BIOL 0233	University of Maryland, Baltimore County
NUTR 200	University of Maryland, College Park or Univ. College
HE 331	University of Maryland, Eastern Shore

Admission to the Upper Division

General Information for all Applicants

(1) *Rolling Admissions*

The University of Maryland School of Nursing initiated the process of rolling admissions with the admission class of 1979. "Rolling admissions" means that the earlier one applies, the earlier one will hear about being accepted to the school.

(2) *Obtaining Application*

An application may be obtained from the following office between the middle of September and January 31st for the next admission class:

Office of Admissions and Registrations
University of Maryland, Baltimore
Howard Hall, Room 132
660 West Redwood Street
Baltimore, Maryland 21201
Phone No.: 528—7480

(3) *Application Deadline*

February 1st is the application deadline. Requests for exception to this deadline may be directed, in writing, to the Director of Admissions and Progressions, 655 West Lombard Street, Baltimore, Maryland 21201.

(4) *Updating Admissions Information*

Students planning to apply to the School of Nursing for Fall 1983 should contact the Director, Office of Admissions and Progressions, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201 in the spring of 1982 for possible changes regarding the admissions criteria.

Admissions Information — Specific to the Generic Applicant

(1) Normal educational sequencing leading to a B.S.N. for the generic applicant:

- graduation from high school
- completion of 59 lower division, preprofessional course credits at an accredited college or university
- completion of 63—64 upper division, professional course credits

(State Board Examinations to become a registered nurse are taken following the awarding of the baccalaureate degree)

(2) Applying for Admissions:

The School of Nursing matriculates approximately 300 generic students into upper division course work in the fall of each year. Students should apply for admission in the fall prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the Lower Division preprofessional course work and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average is 2.0 or above. Admission is competitive and the basic criteria for determining admissions are:

- overall grade point average
- completion by February 1st of 44 semester hours of applicable (lower division) credits with a minimum distribution of these credits in the following categories: English — 3 credits; required Natural Sciences — 8 credits; Social Sciences — 6 credits; Humanities — 6 credits.
- written plan for completion of all required 59 lower division credits by matriculation date (admission preference given to those applicants who plan to complete all required 59 credits no later than the end of the first summer session prior to matriculation).
- successful completion of the Allied Health Professions Admission Test. Applications for the Allied Health Professions Admission Test may be obtained from the following address:

Allied Health Professions Admission Test
The Psychological Corporation
304 East 45th Street
New York, New York 10017
Phone: (212) 888—3221

Applicants are strongly encouraged to take the Allied Health Professions Admission Test in either November or January prior to their requested matriculation date (Allied Health Professions Admission Test scores are valid for only two admission years following the date the tests were taken).

Admissions Information — Specific to the Registered Nurse Student

(1) Normal educational sequencing leading to a B.S.N. for the Registered Nurse:

- graduation from an associate degree nursing program or diploma nursing program
- pass State Boards (failure to become licensed after a student has matriculated will result in his being immediately withdrawn from the program)
- completion of 59 lower division, preprofessional course credits at an accredited college or university
- completion of advanced placement examinations totaling 28 credits (10 credits are earned from faculty made tests and 18 credits are earned from tests developed by The American College Testing Program)
- completion of 33 upper division, professional course credits

(2) Applying for Admission:

The School of Nursing matriculates approximately 120 registered nurses into upper division course work in the fall of each year. Students should apply for admission in the fall prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the Lower Division preprofessional coursework and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average is 2.0 or above. Admission is competitive and the basic criteria for determining admissions are:

- overall grade point average
- completion by February 1st of 44 semester hours of applicable credits with a minimum distribution of these credits in the following categories: English — 3 credits; required Natural Sciences — 8 credits; Social Sciences — 6 credits; Humanities — 6 credits.
- written plans for completion of all required 59 lower division credits by matriculation date. (Admission preference is given to those applicants who plan to complete all required 59 credits no later than the end of the first summer session prior to matriculation)
- successful completion of advanced placement examinations.

Advanced Placement for the Registered Nurse

When the official application for upper division study is received by the School of Nursing, information about the Advanced Placement Examinations is forwarded to the applicant and includes study guides and registration forms for all the examinations. The required advanced placement examination are as follows:

NURS 310 Pathophysiology — Pharmacological Implications	4 credits
NURS 316 Human Growth & Development	3 credits
NURS 317 Deviations in Human Growth & Development	2 credits
*NURS 320 Introduction to Administration of Medications & Basic Life Support	1 credit
†NURS 457 Maternal & Child Health Nursing	Total of 18 credits
†NURS 554 Adult Nursing	for these three
†NURS 503 Psychiatric/Mental Health Nursing	examinations

Nurs 310, 316, 317 and 320 are prepared by University of Maryland faculty members. Nurs 457, 554, and 503 are prepared by the American College Testing Center. Those who would like to contact the Center directly may do so by writing to the following address: ACT PEP
2201 North Dodge Street
P.O. Box 168
Iowa City, Iowa 52243

**A minimum grade of "C" is required on this advanced placement examination.*

† A minimum average score of 45 is required on these 3 tests.

If an applicant fails Nurs 310, 316, 317 or 320, he must take the courses after matriculating in the program. Decisions as to when these courses are to be taken are the responsibility of the Director of Admissions and Academic Progressions. Students have two attempts to successfully pass Nurs 457, 554 and 503. Students who fail to pass these tests on the second attempt are allowed to apply to the generic program.

Advanced placement examinations must be retaken if the student does not matriculate in the upper division course of study within two years.

Unique Features of the Curriculum for Generic Students: Upper Division

The junior and senior year of the Nursing Curriculum are offered at the University of Maryland at Baltimore campus. The curriculum is based on an integrative model whereby students are taught by a group of teachers who have specialized knowledge and skills in the area of maternal-child, psychiatric-community mental health, medical-surgical and community health nursing. All students work toward the same course objectives, although the teaching—learning methods may vary among faculty.

A faculty—student ratio of approximately 1:10 creates a learning situation whereby students have sufficient opportunity to learn the clinical skills required of professional nurses. Student placement for the junior year is an administrative decision. A lottery is used to make decisions concerning senior student placements.

The goal of nursing care is to assist man to reach his highest level of functioning compatible with health. Consequently, the curriculum focuses on the development of the requisite interpersonal and cognitive skills such as problem—solving, discriminative thinking and making nursing judgments as well as technical skills. The curriculum is best described as one which emphasizes the psychosocial needs of man without negating the importance of physical and spiritual needs.

A typical plan of study for the upper division nursing major follows:

Junior Year

Fall Semester

Credits

*NURS 314 Concepts of Nursing I	9
†NURS 318 Special Topics — Electives in Health Related Courses	3
*NURS 316 Human Growth and Development	3
	<i>TOTAL</i> 15

Winter Session (Month of January)

Credits

*NURS 317 Deviations in Human Growth and Development	2
*NURS 320 Introduction to the Administration of Medications and Basic Life Support I	1
	<i>TOTAL</i> 3

Spring Semester

Credits

*NURS 315 Concepts of Nursing II	9
*NURS 310 Pathophysiology and its Pharmacological Implications	4
NURS 321 Introduction to Organizational Behavior	3
	<i>TOTAL</i> 16

**These courses are challenged by R.N. students after applying to the upper division (Advanced Placement Examinations Nurs 457, 554 and 503 are equivalent to credits for Nurs 314 and Nurs 315 above) †Course not required for the registered nurse*

Senior Year

Fall Semester

Credits

NURS 324 or 325 Concepts of Nursing IIIA or B	9
*NURS 322 Nursing in Society	3
*NURS 410 Survey of Research and Statistics	3
	<i>TOTAL</i> 15

Winter Session

	Credits
NURS 326 Clinical Nursing Elective	3
<i>TOTAL</i>	3

Spring Semester

	Credits
NURS 324 or 325 Concepts of Nursing IIIA or B	9
**NURS 418 Special Topics — Electives in Health—Related Courses	2—3
<i>TOTAL</i>	11—12

**Take with Nurs 325 **Take with Nurs 324*

Unique Features of the Curriculum for Registered Nurse Students: Upper Division

The curriculum developed for the registered nurse is planned to maximize the strengths the registered nurse brings to the baccalaureate program. The registered nurse is viewed as an adult learner who possesses the special characteristics of a diverse life, educational and clinical experiences, and a high level of motivation that fosters independent and collaborative learning.

Clinical practice areas for the registered nurse are provided through arrangements with a wide variety of hospitals and other health agencies. All clinical coursework is under the supervision of faculty of the School of Nursing. Students are assigned to any one of a number of different agencies for the purpose of accomplishing the course objectives as determined by faculty.

A typical plan of full—time study appears below for R.N. students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of advanced placement examinations.

Fall Semester

	Credits
NURS 334 Concepts of Nursing IVA	9
NURS 321 Introduction to Organizational Behavior	3
NURS 410 Survey of Research and Statistics	3
<i>TOTAL</i>	15

Winter Session (Month of January)

	Credits
NURS 326 Clinical Nursing Elective or NURS 348 Seminar, Workshop	3
<i>TOTAL</i>	3

Spring Semester

	Credits
NURS 335 Concepts of Nursing IVB	9
NURS 418 Special Topics — Electives in Health-Related Courses	3
NURS 322 Nursing In Society	3
<i>TOTAL</i>	15

Students may not take more than 15 credits during the fall and spring semesters or 3 credits in the winter session without administrative approval from the Director of Admissions and Academic Progressions.

Part-Time Study

This option is available to a limited number of registered nurses who are admitted to the School of Nursing. Part—time students may complete the program in two or three academic years. Enrollment in certain courses may be limited depending upon demand.

General School Policies Related to Curriculum Matters

Policies Regarding Nursing Concepts Courses

The major nursing courses, i.e., NURS 314,315,324,325,326,334 and 335, must be taken within the University of Maryland School of Nursing. This policy does not negate the opportunity for R.N. students to challenge the junior year clinical concepts courses. Faculty — student ratios for Concept Courses are maintained at an average program—wide ratio of approximately 1:10.

Clinical Practice Areas

Clinical practice areas for the baccalaureate program are provided through arrangements with a wide variety of hospitals and other health agencies. All clinical coursework is under the supervision of faculty of the School of Nursing. Students are assigned to anyone of a number of different agencies for the purpose of accomplishing the course objectives as determined by the faculty.

Honors Program

The School of Nursing is participating in an interdisciplinary honors program initiated at University of Maryland at Eastern Shore in fall, 1979. Plans are underway to continue the concept of a program that is especially designed for those students meeting honors criteria.

Outreach Students

During the 1975—1976 academic year, an off—campus, part—time degree completion program for “community bound” registered nurses was established in Western Maryland and on the Eastern Shore. The first group of students completed the program in 1978. This offering is currently continuing in Western Maryland, in the Cumberland area and the Hagerstown area. The program enables registered nurses to complete all requirements for the baccalaureate degree in nursing through enrollment on a part—time basis in regional centers. Requirements for achieving senior year status are the same as on the Baltimore campus. The usual senior year curriculum for R.N.’s, which involves 33 earned credits, is arranged over a two to three—year time span. Inquiries should be addressed to the Director of the Outreach Program, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.

Degree Requirements — Baccalaureate Program

It is the responsibility of faculty of the School to establish and publish degree requirements. Responsibility for knowing and successfully meeting these requirements rests with the student. Requirements are set forth in this catalogue and updated annually in the Academic Handbook given to enrolled students at the beginning of each academic year. Current requirements are as follows:

1. Certain lower division coursework is required for admission to the junior year of the undergraduate program in nursing. Official transcripts of this coursework must be submitted to the Director of Admissions and Registrations by published deadline date.
2. A minimum of 120 credits (122 for generic students and 120 for R.N. students) in certain coursework is required. The lower division courses required for admission to the junior year and the required courses of the upper division major in nursing completed at the University of Maryland comprise the required credits. At least the senior year must be completed at the University of Maryland. This does not negate Outreach Students from completing their courses at Outreach sites.
3. Upper division major in nursing; required courses appear elsewhere in the catalogue.
4. A minimum grade point average of 2.0 is expected each semester of the junior and senior year, as well as a cumulative grade point average of 2.0 for graduations.

5. A grade of C or better is required in both the didactic and clinical portions of Nursing Concepts Courses, NURS 314, 315, 324, 325, 326, 334 and 335.

Also a C or better is required in NURS 320 and failure to obtain this grade prohibits students from moving to the next level concepts course. These courses are sequential, and a C must be earned before registering for the next course (except for NURS 326 which is graded Pass/Fail and requires a Pass grade). If a D or F is received in a Nursing Concepts Course, the course must be repeated, with permission of the Director of Admissions and Academic Progressions, and a C grade or higher earned the next time it is offered.

6. A diploma application must be filed with the Director of Admissions and Registrations, University of Maryland at Baltimore, before the stated deadline date in order to receive the degree.

Grading System

The following grades are used to report the quality of upper division coursework on grade reports and transcripts:

Grade	Quality	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal Passing	1 (but not acceptable in certain courses)
F	Failure	0
I	Incomplete	—
P	Passing at C level or above	—
WD	Withdrew from all courses and the university	—
AU	Audit	—
NM	No Grade submitted by Faculty	—

Note: Only Grades of A,B,C,D and F are computed in the grade point average on the grade reports published and maintained by the Office of Admissions and Registrations.

A grade of P is given only for specified courses that are graded Pass/Fail when performance is at a C level or above.

A grade of D or F is unsatisfactory for Nursing Concepts courses and the course titled Administration of Medications and Basic Life Support. These courses require a C grade or higher for the fulfillment of degree requirements.

A grade of I is given at the discretion of the instructor only when extenuating circumstances beyond the student's control prevent the completion of a minor portion of work in a course. Students receiving a grade of an I are responsible for arranging with the instructor the exact work required to remove the incomplete. If an I grade is not removed by the end of the following semester, the grade automatically converts to F except with Nursing Concepts courses when the time of completion is determined by the instructor. Any I grade may preclude normal progression in the program as determined by progressions committee policies.

Withdrawal Policy — Transcripts Prepared by the Office of Admissions and Registrations:

If a student withdraws from the University starting with the 9th week through the 11th week, the student will receive a "WD" on his transcript. Students who withdraw in the last week of the semester will either receive an "WP or WF".

Drop Policy Administered by the Office of Admissions and Progressions:

Students can only drop a course with the permission of the Director of Admissions and Academic Progressions. When a student is permitted to drop a course prior to the end of the 7th week, a "WD" grade will be retained in the student's file in the Office of Admissions and Academic Progressions. Students who are permitted to drop a course starting with the 8th week through the 11th week will receive either a "Drop Pass" (DP) or a "Drop Fail" (DF) grade. A summary of the student's performance on the course will be placed in the student's record retained in the Office of Admissions and Academic Progressions. Students are not permitted to drop a course starting the 12th week and will receive the grade determined by the faculty.

Dropping a Concepts Course (NURS 314, 315, 324, 325, 334 or 335): Students who drop a Concepts Course and maintain enrollment in a non-clinical course are eligible to retake the Concepts course the next time there is space available in it.

Computation of Grade Point Average for a Semester: Grade points are added for the courses attempted in a given semester in the upper division major and multiplied by the number of credits attempted. The sum, divided by the total credits for the courses, equals the grade point average as in the example below:

$$\begin{array}{r} \text{NURS 314 (9 cr) B} = 27 \text{ grade points} \\ \text{NURS 316 (3 cr) B} = 9 \text{ grade points} \\ \text{NURS 318 (3 cr) B} = 9 \text{ grade points} \\ \hline (15 \text{ cr) B} = 45 \text{ grade points} \end{array}$$

$$15 \overline{) 45.00} \begin{array}{l} 3.00 \text{ grade point average} \\ 45.00 \end{array}$$

Computation of the Cumulative Grade Point Average: The total grade point for all courses (including upper division coursework, challenge examination grades for the R.N. and courses accepted for admission) are added and calculated as above.

Progression and Reinstatement Policies

It is the student's responsibility to monitor his academic progression toward the completion of degree requirements, as well as to maintain good academic standing. Students receive from faculty a mid-semester warning if in jeopardy of failing a course. At the end of each semester, students receive grade reports on coursework completed from the Director of Admissions and Registrations. These reports of official grades (and their entry on the official transcript) and the grades for courses accepted for admission are used by faculty to certify academic standing and to determine honors, academic probation and dismissal, and the completion of degree requirements.

The Committee on Academic Progressions meets regularly to establish and implement policies on progression and, through the Office of the Director of Admissions and Academic Progressions, formally notifies students in poor academic standing who are placed on academic probation or are academically dismissed. Students are notified in writing when they are removed from academic probation.

Academic Retention and Reinstatement

Good Academic Standing: is defined as satisfactory academic progress of a registered degree candidate in coursework and toward degree requirements.

Poor Academic Standing: is unsatisfactory academic progress of a registered degree candidate in coursework and toward the completion of degree requirements. Such students are normally placed on academic probation and *may be* subject to academic dismissal.

Academic Probation: a student in poor academic standing is placed on probation by the Committee on Academic Progressions, The Director of Admissions and Progressions, or the Associate Dean for the Undergraduate Program. In the written notification of proba-

tion and unsatisfactory academic achievement, the student will be informed of the length of the probation and any specific conditions that must be satisfied to be removed from probation. Specific conditions warranting academic probation include:

1. a D or F in a Nursing Concepts course
2. a D or F in NURS 320 — Introduction to the Administration of Medications and Basic Life Support
3. a cumulative grade point average of 1.960 to 1.999
4. a grade point of less than 2.0 for any given *semester*
5. repeated mid-semester warnings in courses
6. academic dishonesty
7. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Academic Dismissal: a student is dismissed from the undergraduate program by the Committee on Academic Progression, Director of Admissions and Academic Progressions, or Associate Dean for the Undergraduate Program for continued evidence of unsatisfactory progress toward meeting course or degree requirements as usually evidenced by repeated academic probation or course as specified below. Specific causes for academic dismissal include:

1. two D or F grades earned in Nursing Concepts courses
2. a cumulative grade point average of 1.959 or lower
3. successive semesters of academic probation
4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Reinstatement: Students who withdraw in good academic standing can apply for reinstatement through the Admissions Committee. A student who was academically dismissed, or who withdrew in poor academic standing, must request reinstatement to degree candidacy from the Committee on Academic Progression. Such written requests are made to the Director of Admissions and Academic Progressions. Although such requests are considered individually, the following guidelines are followed:

1. General admission policies of the University and the School prevail (e.g. space available, University rules and regulations, etc.)
2. Students may be reinstated only once.
3. A current physical examination by the Student Health Service is required as a condition of reinstatement.
4. The student's academic record and academic standing upon dismissal are considered.
5. Academic requirements for reinstatement will be specified and will include, if appropriate, a mastery examination in NURS 320.
6. The student's potential for successful completion of the program is evaluated.
7. Appropriate malpractice insurance is required at the time of reinstatement.

Deadline dates for requesting reinstatement:

1st Monday of November for winter session and spring semester. First Monday of April for reinstatement for summer and fall semesters.

Notification of decision as to reinstatement may be delayed until information on space constraints is available.

Policy Relating to Plagiarism, Cheating and Other Academic Irregularities

In cases involving charges of academic irregularities or dishonesty in an examination, class work or course requirements by a student, a faculty member or another student shall report to the appropriate Chairperson any information received and the facts within his knowledge. Examples of academic irregularities or dishonesty include acts such as plagia-



ism, cheating, misrepresenting someone else's work as one's own work, falsification of credentials, revealing contents of an examination to anyone who has not yet taken the exam, failure to report infractions, and any other academic—related behaviors that are disrespectful of the rights of individuals, the policies of the School of Nursing and the University or the professional standards of conduct.

After having considered evidence submitted by student and faculty, if the Chairperson determines that an infraction has occurred, (s) he shall determine the appropriate disciplinary action. If the student is dissatisfied with the decision, (s) he may appeal to the Associate Dean for Undergraduate Studies, and if necessary, to the Dean, School of Nursing.

Possible penalties for violations of this policy include: being placed on probation, assigning a failing grade for the course, suspension, expulsion, and others.

Dismissal of Delinquent Students

The School reserves the right to request the withdrawal of students who do not maintain the required standing of scholarship, or whose continuance in the School would be detrimental to their health, or to the health of others, or whose conduct is not satisfactory to the authorities of the School. It is a general expectation that students will abide by rules and regulations established by the University. Violation of University regulations may result in disciplinary measures being imposed.

Withdrawal From the School

Should a student desire or be compelled to withdraw from the School at any time, he must:

1. write a brief letter to the Director of Admissions and Academic Progressions explaining the reason for withdrawal;
2. secure a withdrawal form with appropriate signatures from the Director of Admissions and Academic Progressions;
3. submit the signed withdrawal form to the Office of Admissions and Registrations.

The staff of the Office of Admissions and Academic Progressions will notify the instructors of the withdrawal.

The date used in computing refunds is the date the application for withdrawal is filed with the Registrar, Office of Admissions and Registrations.

Financial Information (Undergraduate) Fees

The information given below is minimal and reflects fees and other expenses for the 1979-80 academic year.

University of Maryland at Baltimore Upper Division

(Junior-Senior)

	Fall Semester [†]	Spring Semester	TOTAL
Matriculation (new students only)	15.00	—	15.00
*Tuition-Fixed Charges Fee			
In-State	335.00	335.00	670.00
Out-of-State	1215.00	1215.00	2430.00
Part-time Undergraduate per credit - 8 credits or less	38.00	38.00	—
Supporting Facilities Fee (Full-time)	30.00	30.00	60.00
(Part-time)	6.00	6.00	12.00
Instructional Resources Fee (Full-time)	21.00	21.00	42.00
(Part-time)	10.50	10.50	21.00
Student Health Fee (Full-time)	10.00	10.00	20.00
(Part-time)	4.00	4.00	8.00
Student Activities Fee (Full & Part-time)	5.00	5.00	10.00
**Health Insurance			
One Person	105.96	105.96	211.92
Two Persons	197.76	197.76	395.52
Family	264.24	264.24	528.48
Malpractice Insurance Fee	12.50	—	12.50
Dormitory Fee - Single Occupancy	532.50	532.50	1065.00
Double Occupancy	480.50	480.50	961.00
Diploma Fee (Seniors)			15.00
Late Registration Fee	20.00	20.00	
Change Fee	5.00	5.00	

**A \$50.00 nonrefundable deposit is required at the time of the student's acceptance for admission. The amount will be applied to the fall tuition fee.*

***Health Insurance (the University plan or equivalent insurance) is required of all full-time students. Students with equivalent insurance coverage must provide proof of such coverage at registration.*

† Includes Winter Sessions.

Explanation of Fees:

Registration Fee: All students are expected to complete registration, including the filing of class cards and payment of bills, on the regularly scheduled registration days. Those who do not complete registration during the prescribed days must pay a late registration fee of \$20.00.

Students on the Baltimore campus receive registration instructions from the Office of the Registrar.

Tuition—Fixed Charges Fee: helps defray the cost of operating the University's programs.

Instructional Resources Fee: represents a charge for instructional materials and/or laboratory supplies furnished for and to students.

Student Activities Fee: collected by the University and used at the discretion of the various student government associations to provide financial support for recreational, social and professional activities.

Student Health Fee: charged to help defray the cost of providing a Student Health Service. This service includes routine examinations and emergency care. Blue Cross or other acceptable medical insurance is also required.

Supporting Facilities Fee: payable by all students on the University of Maryland at Baltimore campus and is used to support the auxiliary facilities and service provided for the convenience of all students.

Diploma Fee: charged to help defray costs involved with graduation and commencement.

Malpractice Insurance Fee: charged at registration and is applicable to all undergraduate nursing students.

Additional expenses include the purchase of uniforms (approximate cost — \$120.00) and the recommended purchase of a stethoscope at approximately \$25.00.

No diploma, certificate, or transcript will be issued to a student until all financial obligations to the University have been satisfied.

The University reserves the right to make such changes in fees and other changes as may be necessary.

Registration

The initial registration at the School of Nursing must be done in person, and according to registration dates and procedures provided by the UMAB Office of Admissions and Registrations.

Students may preregister for subsequent semesters through the School of Nursing's Office of Admissions and Progressions and pay their bill by mail.

After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students who are out of course sequence with their classmates must confer with the Director of Admissions and Progressions and develop, if appropriate, an individual progression pattern to be followed.

Students who fail to register during official registration periods must utilize late registration dates published by the Office of Admissions and Registrations and pay a late fee of \$20.00 together with a \$5.00 fee for each change in program. Privileges of the University are available only after registration has been completed.

Records

Transcripts — All financial obligations to the University must be satisfied before a tran-

script of a student's record will be furnished any student or alumnus. There is a charge of \$2.00 for each transcript. Checks should be made payable to the University of Maryland. Transcripts may be obtained by writing to the Office of the Registrar, University of Maryland, 660 West Redwood Street, Baltimore, Maryland 21201.

Review of Records — All records, including academic records from other institutions, become part of the official file and can neither be returned nor duplicated. Provisions are made for students to review their records if they desire. A request to review one's record should be made a week in advance through the Office of Admissions and Progressions.

Financial Aid Overview

Financial aid in the form of grants, loans, and workprograms is awarded to students and is based upon apparent academic ability and financial need. Applicants must complete a financial aid application annually in the spring preceding the academic year for which aid is sought. By completing one application, the applicant will be considered for all types of aid available through the University. Separate applications must be completed to be considered for funding from sources outside the University. Because of limitations in available funds, preference is given to full—time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and non—academic regulations of the University. In the case of new students, applicants must have been accepted for admission to the University before the financial aid application will be awarded.

Priority date for submitting application for the following academic year is February 15. Requests for information about, and applications for, financial aid should be addressed to:

Student Financial Aid
University of Maryland, Baltimore
520 West Lombard Street
Baltimore, Maryland 21201

Sources of Aid for Baccalaureate Students

University Sources

State Grant — Grants for minority and disadvantaged students who are residents of Maryland.

Dean's Scholarship — Grants for minority and disadvantaged students who need not be residents of Maryland.

Nurse Training Act Scholarships and Loans — Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually. Loans are at seven percent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study — Support for students in career related employment both on and off campus during the academic year as well as the summer months.

Supplemental Educational Opportunity Grants — For students demonstrating exceptional need.

Private Endowment and Donations — Donations and bequests have established scholarship and loan accounts each varying in eligibility, amounts, availability, and repayment terms for loans.

Pi Chapter of Sigma Theta Tau — The national honor society for nursing offers a \$300 scholarship to a senior nursing student each year. Eligibility requirements are the same as those established for membership in Sigma Theta Tau. Applications may be obtained from the Office of Student Aid, Baltimore campus. The deadline for application is September 15.

Basic Educational Opportunity Grant — Awards for undergraduate students who have not previously earned a baccalaureate degree; awards, based on financial need, range from \$200 to \$1,800. Applications are available from any financial aid or high school counseling office.

Desegregation Grants — Minority students who are Maryland residents are eligible for these funds. Desegregation grants normally will be used to reduce the amount of loan included in the financial aid award.

Air Force Reserve Officers Training Corps (AFROTC) — Two year nursing scholarships are awarded to applicants accepted into the ROTC program and the upper division nursing program. The scholarship includes books and tuition plus \$100 dollars a month, or approximately \$1,000 a year. Applicants must enroll in the ROTC course at the University of Maryland, College Park, Maryland. See the junior or senior Chairperson about availability of placement on the Washington—based team to reduce commuting problems. For further information, contact Detachment 330, University of Maryland, phone 301—454-3245/42.

Non-University Sources

Maryland State Scholarship Board — Residents of Maryland may apply for aid through each of the following programs:

House of Delegates Scholarships
Senatorial Scholarships
General State Scholarships

Further information may be obtained from the Maryland State Scholarship Board, 2100 Guilford Avenue, Baltimore, Maryland 21218.

Bank Loans — Students may obtain educational loans through private lending institutions such as banks or credit unions. Interest at 7 per cent is deferred until after graduation. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduates to borrow up to \$5,000 annually, undergraduates may borrow up to \$2,500 annually. MHELC applications are available in the Student Aid Office.

Student Services

Academic Counseling: The School of Nursing maintains a system of academic counseling that is course related, provided by faculty and faculty teams. Academic counseling that involves the progression of students in the program is provided by the School's Office of Admissions and Academic Progressions. Additionally, there are special counselors who provide academic assistance in test-taking, study skills and the writing of papers. These counselors may be contacted through the Office of Student Development Services at the School of Nursing.

Personal Counseling: Students experiencing personal difficulties may seek assistance through the Office for Student Development Services.

Health Service: Health insurance is required of all full-time nursing students through either the University plan or self procured equivalent coverage. Additionally, a required student health fee makes services available at the Student Health Center during the school year as well as the required physical examinations for students of nursing.

Student Government Association: All undergraduate students are members of the Student Government Association which provides governance as well as activities for students.

Academic Handbook: The school publishes an Academic Handbook for undergraduate students which outlines academic policies applicable to students pursuing the B.S.N. degree.

Living Arrangements — UMAB Campus

Information and applications for living accommodations on the Baltimore campus may be obtained from the Director of Housing, University of Maryland, Baltimore Student Union, 621 W. Lombard Street, Baltimore, Maryland 21201. Because of space limitations, early application is advisable. Male and female students enrolled on the Baltimore campus may arrange for living accommodations in the Baltimore Student Union. Board contracts are not available on the Baltimore campus; meals may be purchased on an individual basis in the Baltimore Student Union or University of Maryland Hospital cafeterias. Off-campus housing information is available through the housing office.

Scholastic and Special Awards for Baccalaureate Graduates

1. *The Edwin and L. M. Zimmerman Award* is given by The Trustees of the Endowment Fund for the University of Maryland School of Nursing to the member of the graduating class who consistently demonstrates a high level of professional nursing practice in caring for patients.
2. *The Frances Arnold Memorial Award* is given by the Women's Auxiliary to the member of the graduating class who has shown the most interest, enthusiasm and proficiency in neurosurgical nursing.



3. *The Award for Excellence in Neurological Nursing* is given by the Department of Neurology in the School of Medicine to the member of the graduating class who excells in neurological nursing.
4. *The Evelyn Lundeen Award for Excellence in Pediatric Premature Care* is given by the Department of Pediatrics in the School of Medicine to the member of the graduating class who excells in premature pediatric care.
5. *The Loretta Ford Award for Excellence in Pediatric Ambulatory Care* is given by the Department of Pediatrics in the School of Medicine to the student in the graduating class who excells in pediatric ambulatory care.
6. *The Flora Hoffman Tarum Memorial Award* is given from the Endowment Fund to a member of the graduating class for leadership, loyalty and school spirit.
7. *The Elizabeth Collins Lee Award* is given from the Endowment Fund to the student having the second highest average in scholarship.
8. *The University of Maryland Alumni Association Award* is given to the graduate with the highest average in scholarship.
9. *The University of Maryland Alumni Association Award* for leadership in a Campus Organization is given to one member of the graduation class.
10. *The R.N. Faculty Award* is given by the R.N. faculty to one R.N. graduating student who is outstanding in professional leadership.

Employment Opportunities upon Graduation

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. Graduates may choose to practice nursing in a hospital or outpatient clinic, an extended care facility, or a variety of community agencies including schools, industries, and physicians' offices. In addition, graduates who have a baccalaureate degree may choose a career in civil service, the military, or the Veteran's Administration. A survey of 1978 graduates showed that 98 percent were employed: nonemployment was the choice of the graduate. Salaries for generic graduates range from \$13,400 to \$14,400. The graduate who earns a baccalaureate degree as a Registered Nurse is usually paid at a higher rate due to prior experience in nursing.

Eligibility for State Licensure

Graduates of the program are eligible for admission to the examination given by the Maryland State Board of Examiners of Nurses (or by any other state board) for licensure to practice nursing. Application is generally submitted prior to the date of graduation. Students interested in applying for admission to the University of Maryland School of Nursing should be aware of Maryland's Nurse Practice Act, Article 43, Section 299 which authorizes the Board to withhold, deny, revoke, suspend or refuse to renew the license of a nurse or applicant for a variety of reasons including conviction of a crime involving moral turpitude if nature of the offense bears directly on the fitness of the person to practice nursing or violation of any provision of the Nurse Practice Act.

Course Descriptions

Baccalaureate Program

Upper Division (Junior-Senior) Curriculum

NURS 310 Pathophysiology and its Pharmacological Implications (4) Spring Semester, junior year. This four—credit lecture, non—laboratory course is designed for students having prerequisite course work in human anatomy and physiology. Disease is presented as an alteration of form, structure or function, often not visible until it affects

organ or organism function. Pharmacological interventions, emphasizing properties, actions, therapeutic uses and adverse effects of drugs upon the system are presented concurrently as diseases are described.

NURS 314 Concepts of Nursing I (9) Fall semester, junior year. The focus of the course is on man as a behavioral system, the concept of health and the role of professional nursing in helping clients maintain and/or promote health. Emphasis is placed on the assessment component of the nursing process. Clinical laboratory experience will be primarily in community—based settings.

NURS 315 Concepts of Nursing II (9) Spring semester, junior year. Prerequisites: NURS 314, NURS 316, NURS 317, NURS 320. A study of adults and children who are experiencing biopsychosocial disruptions which are long-term and relatively stable, with a focus on nursing interventions which assist the clients to move toward optimum level of functioning. The mutual interaction between family and client is explored. Laboratory experience will include inpatient and community-based settings. (If NURS 320 is not taken in the winter session preceding NURS 315, the student must pass a mastery test related to dosage calculations within the first two weeks of the course).

NURS 316 Human Growth and Development (3) Fall semester, junior year. Prerequisites: Sociology, Psychology, Anatomy and Physiology. Concepts from the biological and behavioral sciences are used to give the student a framework from which to view an individual from conception to late adulthood with his unique heredity, rates of growth and development and individual experiences that shape his relations to his world.

NURS 317 Deviations in Human Growth and Development (2) Winter session, junior year. Prerequisite: NURS 316. Knowledge of normal growth and development as requisite, this focuses on deviations in development which are disruptive to optimal growth. Specific deviations include learning disabilities and mental retardation. Provision for clinical application of learning is an integral part of Concepts of Nursing II since students interact with clients exhibiting deviations in their developmental patterns.

***NURS 318 Special Topics—Electives in Health Related Courses (3)** Fall semester, junior year. Designed to provide course offerings in current health—related topics which include Communication Skills in Health Education, Nutrition for Health Personnel, Sex Education, Death Education, and Principles of Cross—Cultural Nursing.

NURS 320 Introduction to the Administration of Medications and Basic Life Support (1) Junior year, winter session. Prerequisite: NURS 314. An introduction to the theory and practice of medication administration and basic life support. Professional and legal responsibilities as well as various modes of medication administration will be explored. Participant—observer experiences will be provided.

NURS 321 Introduction to Organizational Behavior (3) Fall, spring semesters, junior year. This course focuses on the social and psychological processes of organization in modern society. The course provides a foundation which contributes to the student's ability to demonstrate responsible organizational behavior in meeting professional goals within health care agencies.

NURS 322 Nursing in Society (3) Fall, spring semester, senior year. This course provides an opportunity for students to study the multiple factors which have contributed to the emergence of professional nursing. The profession is studied in relation to and as an integral part of the changes in our society. Significant issues confronting the profession are identified. Upon completion of this course the student should demonstrate a better understanding of the profession of nursing in its present state of growth, an awareness of its potential and direction, and cognizance of each nurse's own responsibility in its development.

NURS 324 Concepts of Nursing III A (9) Fall, spring semester, senior year. Prerequisites: NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions who are hospitalized and experiencing

more intense stress states. All components of the nursing process are utilized with the client. Community data are viewed as inputs to the family system. Organizational and group behaviors are related to the health team in inpatient settings.

NURS 325 Concepts of Nursing III B(9) Fall, spring semester, senior year. Prerequisites: NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions with emphasis on clients experiencing varying stress states who are maintained through ambulatory services and community—based agencies. All components of the nursing process are utilized. Student interventions include the assessment of the family and intervention with one or more family members. Organization and group behaviors are applied in peer group experience with nursing students.

NURS 326 Clinical Nursing Elective (3) Senior year. Prerequisites: NURS 324, NURS 325, NURS 334, or NURS 335. Designed to offer the student an opportunity to select and study an area of particular interest in clinical nursing. Distributive and episodic nursing practice settings serve as clinical laboratories for learning. Senior students may elect to take NURS 326 off—campus under faculty mentorship.

NURS 334 Concepts of Nursing IV A (9) Fall semester, senior year. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups and his environment. Emphasis will be placed on the application of concepts of systems theory, health, stress, communication, family and group theory to nursing process. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 335 Concepts of Nursing IV B (9) Spring semester, senior year. Prerequisites: NURS 321, NURS 334, NURS 410. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups, and his environment. Emphasis will be placed on the application of concepts of crisis, decision making, planned change, teaching/ learning, family and community. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 348 Electives, Workshops, Seminars, and Institutes (1—6) Designed to provide participation in workshops, institutes and seminars in various aspects of nursing. Faculty reserve the right to place a limit on the number of credits a student may take in workshops, institutes and seminar study.

NURS 410 Survey of Research and Statistics (3) Prerequisite NURS 314, 315 or by permission of instructor. Fall, spring semester, senior year. In the context of the total research process, the basic elements of research, including defining the research question, literature search, sampling research design, measurement and data gathering, statistical analysis, and interpretation of results are presented and their interdependence stressed. Inferential statistics include chi square, ordinal data methods, correlation, multiple regression, t test, f test, analysis of variance (one way and factorial), and analysis of covariance. Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement tools in terms of item analysis, reliability, and validity is presented. Student research teams critique a research project report in the literature and develop a research proposal which includes a pilot test of the proposed study. Prerequisite: senior standing or consent of instructor.

***NURS 418 Special Topics—Electives in Health—Related Courses (3)** Fall, spring semester, senior year. Designed to provide course offerings in current health-related topics which include: Issues in Health Services Organizations, Alcohol and Drug Abuse, Community Nutrition, Intimate Behavior, and Law and Health. An independent study component is part of the design for each offering. Students also have the opportunity to elect independent study for three credits under the direction of a faculty member.

**A limit of three credits in a NURS 318 offering and in a NURS 418 offering is acceptable toward the total of 120 credit matriculation for completion of degree requirements.*

GRADUATE PROGRAMS

Master of Science Degree
Doctor of Philosophy Degree



Master of Science Degree Areas of Concentration (Majors)

Clinical

Child Psychiatric Nursing
Community Health Nursing
General Psychiatric Nursing
Gerontological Nursing
Maternal and Child Health Nursing
Medical-Surgical Nursing
Primary Care Nursing (Adult and Pediatric)

Role

Administration of Nursing Education
Administration of Nursing Service
Teaching of Nursing—Associate Degree Programs
Teaching of Nursing—Baccalaureate Degree Programs
Teaching of Nursing—Staff Development
Nursing Health Policy

Doctor of Philosophy Degree Areas of Concentration

Direct Nursing Indirect Nursing

Overview

The master's and doctoral degree programs for nurses at the University of Maryland are the only graduate programs in the state. Approximately 125 masters degrees are awarded each year thus making it one of the largest programs in the nation. While the programs are offered in the School of Nursing, they are part of the Graduate School of the University of Maryland at Baltimore; therefore, are subject to the requirements of both schools. The master's degree curriculum has undergone substantive revision with the new curriculum fully implemented in the fall semester, 1976. The program is three semesters and a minimester in length except for Primary Care Nursing which is four semesters and Gerontological Nursing which is three semesters and one summer session.

Congruent with the changing needs of society, the master's degree offers a number of specialty options to students. Students are required to develop competence in a specialized clinical area, and opportunity is provided to concentrate (major) in either the clinical or the role area depending on specific career goals and previous preparation. The student's secondary interest (minor) is selected in the opposite area so that every graduate is prepared in both a clinical and a role area.

The doctoral program in nursing is designed to meet the educational needs of nurses who have developed specialized clinical expertise at the master's level and are committed to playing a leadership role in the discovery and refinement of nursing knowledge through research. The curriculum includes a core of required courses which address the theoretical and empirical bases for nursing and the techniques of theory building and research. The program is designed with sufficient flexibility to allow students to pursue in depth their individual research interests and career goals within a research-oriented milieu.

Students specialize in either the direct or the indirect sphere of nursing. Those specializing in direct nursing focus on study of the health needs of clients/patients and of nursing action provided directly to clients in a variety of settings. Those specializing in the indirect nursing focus on the study of nursing systems and educational and administrative nursing action which facilitates and supports clinical nursing practice.

Graduate education fosters the responsibility, creativity, and self-direction which characterize professional commitment and enhances a continuing desire to learn and grow. The graduate student is viewed as a partner in the teacher-learner dyad; receives stimulation and support for scholarly pursuits; is given the freedom to think and try out new ideas;

and has the opportunity to apply knowledge and develop new skills. The opportunity to articulate beliefs, ideas and formulations is gained through interaction with faculty and other members of the academic community.

Refer to the General Information and Resources section of this bulletin for additional information.

Elaboration of the Philosophy: Graduate Program

The graduate program of the School of Nursing derives its purposes directly from the underlying philosophy which is shared by the faculty. Tenets of the philosophy held by graduate faculty of the School of Nursing provide a foundation for the conceptual framework upon which the master's degree curriculum is based. This conceptual framework analyzes the unit (the individual, family or community) in terms of three interrelated expressions of health—physical, cognitive and personal. The physical expression refers to the unit's structural and functional endowment and integrity. The cognitive expression addresses the capacity of the individual to receive, to perceive and to organize information. The personal expression is concerned with the affective relationships of the unit. The relationships between the expressions are complex and vary at different points in time. The expressions lend themselves to assessment, quantification and regulation. The intervention phase of the nursing process depends on the relationships between and the pattern of the expressions of health. Evaluation of nursing intervention is achieved through examination of the resulting state of health of the unit.

The doctoral program at the University of Maryland is based on the belief that nursing has a distinct body of knowledge which can and must be extended, verified and revised using the methods of scholarly inquiry. Nursing knowledge, while distinct, is not isolated or exclusive. It involves the selection, integration and expansion of knowledge from nursing and other disciplines and the application of this knowledge to the understanding of health and illness and to the analysis and improvement of nursing practice. Nursing knowledge is derived from and guides nursing practice, which encompasses two interrelated spheres of activity: direct service to clients/patients and indirect action carried out in educational and clinical settings which support direct nursing care. Knowledge encompassing both spheres and their interrelatedness must be extended and tested, in order to effect improvement in nursing practice.

Graduate education in nursing is built upon and extends a knowledge base acquired in a baccalaureate degree program in nursing and is derived from the humanities and the physical, biological and behavioral sciences. Each student brings to graduate education a unique combination of experience and capabilities, and the learning environment facilitates the establishment and attainment of professional objectives throughout the educational experience. The dynamic interchange between faculty and students results in a commitment to and involvement in the development of nursing knowledge and the refinement of nursing theory. Recognizing that the growth process in the student is continuous and that the health needs of society change, the graduate program is flexible and dynamic.



Purposes and Objectives of the Graduate Programs

Master's Degree Program

The program objectives are formulated on the assumption that graduate education builds upon undergraduate education. Graduate education is an intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing. Graduate education provides further opportunity for the student to think conceptually and to apply theory and research to practice.

The purposes of the master's degree program are to prepare nurses:

1. with expertise in a clinical field of nursing;
2. to function in one of the following areas: administration, education, clinical specialization;
3. for leadership roles;
4. for entry into doctoral study.

The objectives of the master's degree program are to prepare graduates who:

1. utilize a nursing theoretical framework as a basis for professional nursing practice;
2. generate innovative nursing actions based on theories in nursing and related fields and evaluate nursing actions of self and others;
3. incorporate organizational theories and learning theories in the practice of one of the following roles: administration, education, clinical specialization;
4. collaborate with health care providers and consumers to achieve shared health care goals;
5. use theory in nursing and related fields and observations in practice to generate hypotheses and conduct nursing research studies;
6. analyze factors influencing the health care system and devise strategies for improving delivery of health care.

In addition to the knowledge and practice components of the objectives listed above, it is recognized that the behavior of graduates should reflect an internally consistent value system. It is expected that graduates will value scientific inquiry as a basis for professional practice and will seek to increase their contributions to the nursing profession.

Doctoral Degree Program

The purpose of the Ph.D. program in nursing is to prepare scholars and researchers who will advance nursing science, thereby making more effective the practice of nursing, and who will provide innovative leadership to the profession. The program will prepare graduates who:

- 1) Construct, test and evaluate conceptual models and nursing theories which reflect synthesis, reorganization and expansion of knowledge from nursing and related disciplines;
- 2) Evaluate and apply appropriate research designs, measures and statistics to the study of nursing phenomena;
- 3) Conceptualize practice phenomena from the perspective of nursing frameworks and theory;
- 4) Design, conduct and communicate research relevant to nursing practice;
- 5) Facilitate the incorporation of new knowledge into nursing practice;
- 6) Initiate, facilitate and participate in collaborative endeavors related to the theoretical, conceptual and practical aspects of health care with clients, nurses and scholars from related disciplines.

Curriculum: Master of Science Degree

The nursing program leading to a Master of Science degree is three semesters and a mini-semester in length and requires the completion of 41-45 credits. The two exceptions are the Primary Care Nursing specialties requiring 54 credits and four semesters.

Starting on the first day of matriculation, a time limit of a maximum of five years is allowed for the completion of graduate degree requirements. This applies to part-time and full-time students.

Areas of Concentration

Each student selects a clinical practice area and a functional role area. The student then chooses either one of these as the area of concentration (major).

The student selects one area of concentration (major) from the following:

- Administration
- Child Psychiatric Nursing
- Community Health Nursing
- Education
- General Psychiatric Nursing
- Gerontological Nursing
- Maternal and Child Health Nursing (Nursing of Children or Maternal-Infant Nursing)
- Medical-Surgical Nursing
- Nursing Health Policy
- Primary Care Nursing (Adult or Pediatric)

For those choosing to major in administration, education or nursing health policy, a clinical practice area must also be selected from one of the following:

- Community Health Nursing
- Maternal and Child Health Nursing
- Medical-Surgical Nursing
- Psychiatric Nursing or Child Psychiatric Nursing

In addition, all students select a functional role track from one of the following:

- Administration of Nursing Service
- Administration of Nursing Education
- Teaching in Associate Degree Program
- Teaching in Baccalaureate Degree Program
- Teaching in Staff Development
- Clinical Nurse Specialization
- Nursing Health Policy

Curriculum Design

In summary, the curriculum design contains the following components:

1. Core courses required of all graduate students regardless of the area of concentration.
2. Clinical courses required of students in their chosen clinical area (i.e., Community Health, Gerontological, Psychiatric, Child Psychiatric, Medical-Surgical, Maternal and Child or Primary Care Nursing). All students take a designated number of these courses regardless of whether their area of concentration is in clinical practice or role specialization.
3. Functional role track courses required of students in their chosen functional role (i.e., Administration in Nursing Service, Administration in Nursing Education, Teaching in A.D. Program, Teaching in B.S. Program, Teaching in Staff Development, Clinical Nurse Specialization and Nursing Health Policy). All students take a designated number of these courses regardless of their area of concentration.
4. Research courses required of all graduate nursing students.
5. Support courses vary according to the student's area of concentration. These might include non-nursing courses.

Summary of Design

General Plan:

Core	10 credits
Clinical	6 credits
Role	6 credits
Support	8-12 credits
Research	5 credits
Thesis/Electives	<u>6 credits</u>

Total 41-45 credits

Primary Care Nursing:

Core	10 credits
Clinical	15 credits
Role	6 credits
Support	9 credits
Research	5 credits
Thesis/Electives	6 credits

Elective-Role Prerequisite. . . 3 credits

Total 54 credits

Gerontological Nursing:

Core	10 credits
Clinical	6 credits
Role	6 credits
Support	11-12 credits
Research	5 credits
Thesis/Electives	<u>6 credits</u>

Total 44-45 credits

(includes 6 credits for second clinical area)

Thesis/Non-Thesis Option

A student may elect either a thesis or a non-thesis option, depending on the nature of the problem she/he wishes to investigate and her/his career goals; six credits are earned for either option. In addition, all students must successfully pass a written comprehensive examination.

Thesis: Under the guidance of a committee, the student designs, implements evaluates and orally defends a research project.

Non-Thesis: Under the guidance of the adviser, the student takes six credits of electives and submits one scholarly seminar paper.

Curriculum: Doctor of Philosophy Degree

The program of study leading to the Doctor of Philosophy degree includes a minimum of 60 semester credits beyond the master's degree. The curriculum design includes a required core of nursing courses which incorporate study of Man, study of nursing action, study of the environments in which nursing is practiced and study of the principles and methods of scientific inquiry. Throughout the required core courses an integrative focus is maintained whereby theoretical and methodological approaches of the biophysical and behavioral-social sciences are selectively applied from the perspective of nursing.

Within the core courses opportunity is provided for students to build upon their educational and experiential backgrounds through a variety of individually selected learning experiences. Elective courses provide additional flexibility to plan a course of study supportive to individual research interests and career goals.

The program design allows students to specialize in either the direct or the indirect sphere of nursing. Depth of knowledge in the specialty area is developed through required course work and related clinical laboratory experience, selection of supportive electives, independent study and the dissertation research.

The program design incorporates four major components, totalling 60 credits, as detailed below.

Nursing Theory

14 credits

This component addresses the theoretical basis for nursing practice and the analysis and development of nursing theory. Included are the study and development of key concepts in nursing, the selection and integration of knowledge from nursing and other disciplines, and the study of techniques for constructing nursing theory using both inductive and deductive approaches. A highly individualized clinical laboratory experience provides the opportunity to pursue theoretical aspects of specialized areas of nursing selected by the student.

Research and Statistics

16 credits

This component addresses the techniques of measurement, design, advanced data analysis and evaluation essential to the conduct of nursing research. Students apply these techniques in developing measurement tools and conducting research projects specific to their own interests. Opportunity is provided for each student to work closely with a faculty member engaged in an ongoing research project.

Elective Courses

18 credits

This component allows each student to pursue an individualized plan of study supportive to his/her research interests and career goals. A portion of the elective courses are chosen from basic sciences which contribute to the development of nursing knowledge through their theoretical and methodological approaches.

Dissertation Research

12 credits

Each student must complete an independent original research project to be communicated in a written dissertation. The research must address questions of significance to the discipline of nursing.

Summary of Design:

Nursing Theory (required core courses)	14 credits
Nursing research & statistics (required core courses)	16 credits
Electives	18 credits
Dissertation Research	<u>12 credits</u>
Total	60 credits

In addition to the course requirements, each student must successfully complete the preliminary, comprehensive and final oral examinations. The written *preliminary examination*, which is taken upon completion of two semesters of full-time study (or the equivalent), tests knowledge in the areas of general nursing theory, analysis and construction of nursing theory, measurement, research design and statistics. The *comprehensive examination* is taken upon completion of all required nursing courses and a minimum of 42 credit hours of course work. The examination has written and oral components and is an integrative experience which allows evaluation of the student's mastery of the chosen area of specialization and of advanced nursing theory and research. The final oral examination is an oral defense of the completed dissertation.

In accord with Graduate School policy, the student must be admitted to candidacy for the degree of Doctor of Philosophy at least one year prior to graduation. The student may apply for admission to candidacy for the doctoral degree following successful completion (with a grade point average of 3.0 or above) of at least 42 credits of course work, including all required courses; and successful completion of preliminary and comprehensive examinations.

Resources

Over 60 community and health care agencies cooperate with the program in providing sites for clinical and role practicum experiences and for the conduct of research. In some instances, faculty have joint appointments with the School and the agency.

Additional resources are available through the offerings of other schools of the health professions. Non-nursing courses also may be taken on the College Park campus, at the University of Maryland Baltimore County (UMBC) campus or through University College on the Baltimore campus.

In addition to the Health Sciences Library, the students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington, and the National Library of Medicine in Bethesda, Maryland. (See General Information, Instructional Facilities and Resources Section: Instructional Media Center and the Center for Research and Evaluation.)

Admission

Admission to graduate study at the University of Maryland is the exclusive responsibility of the Graduate School and the Dean for Graduate Studies and Research. Applications to the graduate program in nursing are reviewed by faculty in the student's area of concentration and by the School of Nursing Graduate Committee on Admissions, Progression and Graduation. Recommendations for acceptance are then made by the Committee to the Dean for Graduate Studies and Research.

Any student who wishes to attend the School of Nursing must apply for admission, submit required credentials, and be accepted for matriculation. Consideration is given to academic work completed in other schools. Personal references are required.

After an applicant has been accepted, a faculty adviser is assigned. The adviser and the student plan a program of study leading to the degree. Course credits are officially accepted for the degree only after the student has matriculated in the School of Nursing.

Senior students in their final semester of work toward a bachelor's degree may be offered provisional admission to the master's degree program pending the receipt of a supplementary transcript recording the satisfactory completion of undergraduate course work and the awarding of the degree. Likewise students in the final semester of a master's degree program may be offered provisional admission to the doctoral program pending receipt of final transcripts indicating completion of the degree. Completed records of all previous work must be received within three months following the completion of such study and the awarding of the degree.

The student must matriculate within 12 months after notification of admission acceptance. If the student does not acknowledge the acceptance, a new application must be submitted for future enrollment.

Admission Requirements

The student's previous academic work, personal qualifications and professional experience are evaluated to determine if prerequisites have been met. Prerequisite courses do not carry credit toward the master's degree.

For admission, the applicant must meet the requirements of both the Graduate School and the nursing program. The nursing program requirements for the *master's degree program* are:

1. a baccalaureate degree with an upper division nursing major from an NLN accredited program;
2. satisfactory completion of a course in elementary statistics;
3. a photocopy of current licensure for the practice of nursing in one state;
4. official scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test (allow 6-8 weeks for receipt of test scores);
5. undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.75 and 3.0, provisional acceptance may be considered if the candidate demonstrates graduate study potential by other means;
6. evidence of personal and professional qualifications from three professional individuals familiar with applicant's academic ability, work experience, professional nurs-

ing contributions and potential to achieve in Graduate School. Suggested sources for recommendations include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses:

7. personal interviews are required for Primary Care Nursing and are encouraged by all specialty areas;
8. two years of full-time clinical experience are required for Primary Care; one year of full-time clinical experience is required for Community Health as a secondary area of concentration, one year of experience in a maternity or pediatric setting is required for Maternal and Child Health Nursing, and one year of clinical experience in a psychiatric setting is required for Psychiatric Nursing.
9. one year of full-time clinical experience is required for students wishing to major in the administrative or teaching area. (Applicants with somewhat less experience may be accepted as part-time students if full-time work experience is being pursued.)

The Nursing Program requirements for the *Doctoral Degree Program* are:

1. A master's degree with a major in nursing from a program accredited by the National League for Nursing (or the equivalent);
2. At least one graduate-level course in research and inferential statistics (minimum 3 semester credits);
3. A cumulative grade point average of 3.0 on a 4.0 scale for all previous course work (all baccalaureate, master's and subsequent course work);
4. Satisfactory scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test;
5. License to practice professional nursing in at least one state (or in a foreign country);
6. Evidence of personal and professional qualifications from at least three professionals familiar with the applicant's ability, work experience, contributions to nursing and potential to succeed in the doctoral program; and
7. A personal interview.

It is highly recommended that prior to matriculation in the doctoral program the applicant will have completed graduate-level courses in organizational theory and analysis of the health care system and will have completed one research study (master's thesis or other individual or group research project). Post-baccalaureate work experience as a Registered Nurse would enhance progression through the program of study.

A limited number of students will be admitted to the program each year; therefore, admission will be highly selective.



A written offer of admission from the Graduate School will be sent to an applicant who meets all admission requirements. The offer will specify the time of entrance which will normally coincide with the requested starting time. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the Nursing Program. If the applicant is unable to enroll at the expected date, a written request for a postponement of the admission date is made through the School of Nursing. If these arrangements are not made within one year of anticipated enrollment date, the offer of admission lapses, and a new application and fee must be submitted to be reconsidered for admission.

The offer of admission may be used as a permit to register for courses. Permanent identification as a graduate student will be issued at the time of first registration.

Admission Procedure

The admission forms should be obtained from the Office of Graduate Studies and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, MD 21201.

1. An application fee of \$15.00 must accompany the application for admission. This fee is not refundable under any circumstance, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.
2. The following materials should be returned directly to the Office of Graduate Studies and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, MD 21201:
 - a. two copies of the application for admission to the Graduate School;
 - b. application fee;
 - c. two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required;
 - d. letters of reference from three professionals who know the candidate's qualifications;
 - e. official record of the results of:
the Miller Analogies Test (test available through testing services of most colleges and universities);
the Aptitude Portion of the Graduate Record Examinations (Applicants should write to the Graduate Record Examinations, Educational Testing Services, Princeton, NJ 08540 for details).
3. Applications and supporting documents for the Master's Degree Program must be received by July 1 for the fall semester, December 1 for the winter session and the spring semester, and May 15 for the summer session.
4. Applications for admission to the Doctoral Program are reviewed twice a year. Applications and supporting documents (including GRE scores MAT scores references and transcripts) for the doctoral program must be received by November 1 for the fall semester review and by March 1 for the spring review.

Admission Status

Applicants are offered admission status in the graduate program according to the following categories:

1. Unconditional Admission: applicant meets all requirements;
2. Provisional Admission: applicant does not meet all requirements for unconditional admission but who in the opinion of the Graduate School and the Graduate Program Admissions Committee demonstrates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must achieve a B grade or above in every course during the first semester of full time study (the first 12 credits for part-time students). Unconditional status will be granted upon attainment of a B grade or better in every course in the first semester of full-time study (minimum of 9 credits) or in the first 12 credits of part-time study;

3. Incomplete Admission: applicants for who information is incomplete;
4. Nondegree Graduate Status: applicant may enroll on a "course work only" basis for a specified period of time if the applicant's record meets Graduate School standards.

Admission is granted by the Dean for Graduate Studies and Research and is confirmed by enrollment in the term for which admission is approved.

Part-time Study

Students eligible for admission but who are able to devote only a portion of their time to graduate study are subject to the same privileges and matriculation requirements as full-time students. Part-time students are urged to assume responsibility for program planning with an adviser. In the doctoral program, part-time study is available; however, full-time enrollment at the University of Maryland is required during two consecutive semesters.

A graduate student who is in good standing at another institution may apply to enroll for a single course or summer session (see Categories of Admission in the Graduate School Bulletin).

Foreign Students

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing are considered for admission to the Master's Degree Program. Likewise those with the education equivalent of a Master's Degree in Nursing may be eligible for admission to the Doctoral Degree Program. All applicants who are not citizens of the United States are classified as foreign students for admission purposes (see the Graduate School Bulletin for further information).

Record Maintenance and Disposition

All records, including academic records from other institutions, become the official file and can neither be returned nor duplicated without the student's prior consent. Provisions are made for students to review their records if they desire.

Admission credentials and application data are retained for one year only. This regulation pertains to applicants who: did not register for courses at the period for which they had been admitted; did not respond to a departmental request for additional information; did not respond to requests for additional transcripts or test results; or were disapproved for admission.

Student Advisement

Upon admission to the graduate program each student is assigned an academic adviser from the major area of concentration. The student is also assigned an adviser in the secondary area of interest. The adviser assignments are subject to change as additional interests of the student are determined or upon request of the adviser or advisee. The adviser is available for academic counseling and guides the student in a plan of study, determination of research interests, and selection of thesis/dissertation chairman or readers for the seminar paper (for master's students).

A nondegree student is assigned an adviser at the time of acceptance. An official record of courses is kept for all nondegree students. If a student subsequently wishes to enter the degree program, reapplication is necessary. While consideration may be given at a later date to the application of credits earned toward a degree program while in this status, there is no assurance that such requests will be granted. If granted, a maximum of six credits may be transferred.

Plan of Study

A Plan of Study form for all graduate degree students (which outlines the student's expected progression through the degree requirements) must be filled out by the student and the faculty adviser. One copy of this Plan of Study must be filed with the Graduate Office

by the beginning of the second semester of study for masters or third semester of study for doctoral students. A second copy of the Plan of Study remains in the student's Nursing Program file. Any major alteration of the plan necessitates the refile of an amended plan. It is suggested that students retain a copy of this plan for their own files.

The entire course of study constitutes a unified program approved by the student's major adviser and by the Graduate School. Faculty in each department provide individualized guidance in the selection of courses based upon guidelines and policies approved by the Nursing Program and the Graduate School. Considerable flexibility is possible within a student's area of interest and specific career goals.

Statute of Limitations

Starting on the first day of matriculation, a time limit of a maximum five years is allowed for the completion of master's degree requirements. This applies to part-time and full-time students.

For doctoral students, a student must be admitted to candidacy for the doctoral degree within five years after admission to the doctoral program and at least one academic year before the date on which the degree is to be conferred. The student must complete all program requirements within four years following admission to candidacy.

Registration

Registration is conducted by the Office of Admissions and Registrations, UMAB campus. The student receives detailed instructions concerning dates and registration procedures. Each matriculated student in the School of Nursing must obtain official approval from an adviser for all courses in which enrollment is sought outside the School of Nursing. Credit is granted only if such courses have had prior approval and are successfully completed. Students must file a list of these courses with the registrar on a registration card signed by the adviser. Graduate students are not permitted to enroll for courses on a pass/fail basis.

Students admitted to the Graduate School pay tuition fees whether or not the credit will be used to satisfy program requirements. Graduate credit will not be given unless the student has been admitted to the Graduate School. The admission of a new student is validated when he registers for and completes at least one course during the semester for which entrance was authorized.

Every student must register during the official registration period. Students failing to register during these periods will be subject to late registration fees and must have the consent of their adviser, the course instructor, the Graduate School, and the registrar.

Late Registration Fee	\$20.00
Change Fee charged for each change in program	5.00

Students must be registered for at least one credit in the semester in which they wish to graduate.

After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Registration is completed with the payment of the required fees. Privileges of the University are available only after registration has been completed.

Graduate Unit System

In order to accurately reflect the involvement of graduate students in their programs of study and research, and the use of University resources in those programs, the graduate councils use the graduate unit system in making calculations to determine full or part-time graduate student status, in the administration of minimum registration requirements described below, and in responding to student requests for certification of full-time status.

The number of graduate units per semester credit hour is calculated in the following manner:

Courses in the 001-399 series carry 2 units/credit hour.

Courses in the 400-499 series carry 4 units/credit hour.

Courses in the 500-599 series carry 5 units/credit hour.

Courses in the 600-798 and 800-898 series carry 6 units/credit hour.

Master's thesis research (799) carries 12 units/credit hour.

Doctoral dissertation research (899) carries 18 units/credit hour.

To be certified a full-time student, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester. A graduate assistant holding a regular appointment is a full-time student if registered for 24 units in addition to the service appointment.

Any graduate student making any demand upon the academic or support services of the University, whether taking regular lecture, seminar or independent study courses, using University libraries, laboratories, computer facilities, office space, consulting with faculty advisers or taking comprehensive or final oral examinations, must register for the number of graduate units which, in the judgment of the faculty adviser, accurately reflect the student's involvement in graduate study and use of University resources.

Scholastic Requirements

It is the responsibility of each student to remain informed of and adhere to all Graduate School, Nursing Program and University regulations and requirements. Additional policies and procedures are found in the UMAB Graduate School catalogue, the Nursing Program Faculty Advisor/Student Handbook and in Important Dates for Advisors and Students issued each year by the Graduate School.

The Graduate School requires that all students achieve a B or 3.0 GPA by the end of the third semester of study. No grade below a C is acceptable toward the graduate degree. The Master's Degree Nursing Program requires that a student receive a B or higher in the core and required nursing courses in her/his area of concentration. Any course with a grade below B in the area of concentration must be repeated.

Since graduate students must maintain an overall B average, every credit hour of C in course work must be balanced by a credit hour of A. A course in which a grade of less than B is received may be repeated. The grade on the repeated course whether it is higher or lower than the original grade replaces the original grade. Courses in the degree program which are completed with a D or F must be repeated. Grades earned for thesis or dissertation research are not included in the computation of the GPA.

Grades from courses which are transferred in for degree credit from other schools and/or previous study are also not included in the computation of the GPA.

Transfer Credits

A maximum of six credits of acceptable graduate level course work may be applied toward the master's degree as transfer credits from another school or from the course work only status. In the doctoral program transfer credits are individually assessed to determine relevance to the student's program of study; a variable number of credits is permissible. Permission must be given by the major adviser and the Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the statute of limitations for the degree and may not have been used to satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average (GPA).

Credit by Examination

A graduate student may receive credit-by-examination only for a course which he is otherwise eligible to receive graduate degree credit. In the master's program a maximum of six credits is possible through credit-by-examination; nine credits can be accepted in the Primary Care Nursing program. A graduate student seeking to utilize this option must obtain the consent of the adviser and of the instructor currently responsible for the course. The Graduate School maintains a list of courses for which examinations are available or will be prepared. A fee is paid upon application for the examination and is not refundable regardless of whether or not the student completes the examination. The grade(s) received for course(s) accepted through credit-by-examination is (are) computed in the grade point average.

Withdrawal from a Course

A withdrawal is noted on the student's transcript by a WD. In cases of excessive absences from courses an F is given unless the student officially withdraws from a course. The semester credits for the F grade are computed in the grade point average.

Incomplete Course Work

A grade of I (Incomplete) is given if course work is not completed because of illness or other reasons satisfactory to the instructor. In calculating the GPA, I=0; therefore a grade of I constitutes a penalty until the I grade is removed. The work must be completed and the I grade must be converted to a letter grade by the end of the next semester (exceptions include courses numbered 799 or 899 or special problems courses requiring two or more semesters of work before a grade can be determined). If the course requirements are not completed the I grade can be changed by the instructor to a grade appropriate to a computation without the missing work. A course with an incomplete grade should not be repeated. Students with provisional admission or on academic probation may not register for additional course work until the I grade is removed.

Academic Progress—Unsatisfactory Achievement

At the end of each semester, the record of every student is reviewed by the Nursing Program's committee on progression. A student's registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

Provisional Admission: Any student admitted provisionally will be granted unconditional status when the provision(s) have been satisfied. The Graduate School will be responsible for notifying the department if a student fails to meet the provisions of admission. The Graduate School will dismiss those provisional students who fail to meet the provisions.

Academic Jeopardy—Unconditional Admission: Unconditionally admitted full-time students who have not maintained a "B" average during the first semester (9 credits) are to be placed on probation and will be dismissed if "B" minimum grades in every course (9 credits) are not achieved during the next semester. Unconditionally admitted part-time students who have not maintained a "B" average for the first 12 credits are to be placed on probation and must achieve "B" minimum grades in every course during the next 12 credit hours or they too will be dismissed. If the semester's grade point average is below 2.7 the student will be requested to withdraw.

Academic Progress at the End of the Third Semester: A cumulative GPA of 3.0 must be attained by all graduate students (M.S. and Ph.D. students) by the end of the third semester and thereafter. Failure to achieve and maintain the forenoted average will result in dismissal from the program. In addition, a satisfactory level of research performance as determined by the research advisor and Research Committee must be maintained or a dismissal from the program could result.

Failure of Comprehensive Examinations in Master's Degree Program: A master's student who fails one or more questions on the comprehensive examination may schedule a retake examination. If a student should have a second failure of an examination question(s), ad-

ditional course work will be required as recommended by the student's advisor. Failure on the second retake will result in dismissal of the student.

Additional Doctoral Program Requirements: A student will be asked to withdraw from the doctoral program upon recommendation of the Doctoral Program Committee if any of the following events occurs.

- a. Failure to maintain a cumulative GPA of 3.0 (as specified above).
- b. Failure on preliminary examination at second attempt.
- c. Failure on comprehensive examination at second attempt.
- d. Failure to be admitted to candidacy within five years of admission into the program.
- e. Failure to complete degree requirements within four years following admission to candidacy.
- f. Failure to demonstrate a satisfactory level of research performance as determined by the Research Advisor and Dissertation Advisory Committee.
- g. Failure to maintain continuous registration.

Withdrawal, Suspension, Dismissal

A "Graduate School Program Withdrawal Form" must be completed and submitted when a student officially withdraws from the graduate program. An application for withdrawal bearing the proper signatures must be filed in the Office of the Registrar. If a student leaves the University prior to the conclusion of a semester or session, the date used in computing a refund is the date the application for withdrawal is filed in the registrar's office. A student who withdraws during the semester and does not file an application for withdrawal with the registrar will receive marks of failure in all courses and will forfeit the right to any refund.

The faculty adviser and graduate student share the responsibility for the student's progress. Students are expected to comply with rules and procedures of the Graduate School as well as with specific requirements established by individual departments. In fulfilling this responsibility the student should seek the advice of a faculty adviser, department chairperson, and/or the administrative officers of the School of Nursing and the staff of the Dean for Graduate Studies.

Procedures are established to protect the institution's integrity and the individual student's interests and welfare. The University of Maryland, through its various faculties and appropriate committees, reserves the discretionary right to suspend any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, accepted standards of practice in a clinical agency, or satisfactory standard of health.

When the actions of a student are judged by competent authority using established procedure to be detrimental to the interests of the university community, that person may be required to withdraw from the University.

Graduation

Requirements for graduation from the master's degree program include: completion of the planned program within a five-year period, achieving a cumulative grade point average of B or 3.0, and completion of a minimum of one year of full-time study or its equivalent. Requirements for graduation from the doctoral program include: completion of the planned program within a nine-year period (a maximum of five years between matriculation and admission to candidacy and a maximum of four years following admission to candidacy); admission to candidacy for the doctoral degree; achieving a cumulative GPA of at least 3.0; successful completion of preliminary, comprehensive and final oral examinations, completion of a satisfactory dissertation, completion of a minimum of two consecutive semesters of full-time study.

The student must be registered for at least one credit in the semester in which she/he wishes to graduate.

Application for the diploma must be filed with the Office of the Registrar within the first three weeks of the semester in which the candidate expects to obtain a degree except during the summer session. During the summer session, the application must be filed in the Office of the Registrar during the first week of classes.

If, for any reason, a student does not graduate at the end of the semester in which he applies for the diploma, he must reapply for it in the semester in which he expects to graduate.

Fees and Expenses

Matriculation (new student)	\$ 15.00
Tuition per credit (in-state)	55.00
Tuition per credit (out-of-state)	100.00
Supporting Facilities Fee (full-time) per semester	30.00
Supporting Facilities Fee (part-time)per semester	6.00
Student Health Fee (full-time) per semester	10.00
Student Health Fee (part-time) per semester	4.00
Health Insurance (Blue Cross)	
One Person	106.68
Two Persons	205.44
Family	274.68
Instructional Resources Fee (full-time) per semester	16.00
Instructional Resources Fee (part-time) per semester	8.00
Student Activity Fee (\$7.00 per semester)	7.00
Graduation Fee	15.00
Continuous Registration Fee (Doctoral Candidates)	10.00
Late Registration Fee	20.00
Change Fee	5.00

Student Health and Health Insurance

Health insurance is required of all full-time professional school students (nine or more semester hours) in addition to the Student Health Fee. The insurance coverage at the University of Maryland at Baltimore is Blue Cross-Blue Shield Diagnostic and Major Medical. Additional information concerning this program may be obtained from the Student Health Office.

Students with equivalent insurance coverage must provide proof of such membership at the time of registration and obtain a hospital insurance waiver.

Health Services are provided for School of Nursing students through the Student Health Office in Howard Hall.

Malpractice Insurance

All graduate nursing students are required to carry professional malpractice insurance throughout their academic program. Documentation of coverage is required at the time of every registration and must meet the amount set by the School of Nursing and clinical agencies.

Financial Aid Overview

Financial aid in the form of scholarships, grants, loans, and work programs is awarded to women and men students and is based upon apparent academic ability, nearness to program completion and financial need. Applicants must complete a traineeship application at admission or preregistration preceding the semester for which aid is sought. Separate applications must be completed in the financial aid office to be considered for funding from sources outside the school. Because of limitations in available funds, preference is given to full-time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and nonacademic regulations of the University.

Graduate students must maintain a 3.0 GPA to be eligible for financial aid. In the case of new students, applicants must have been accepted for admission to the University before the financial application will be reviewed.

Students should make early contact with the financial aid office to insure compliance with filing dates for completed aid applications. Requests for information about, and applications for, financial aid should be addressed to the following:

Student Aid Officer
University of Maryland at Baltimore
610 W. Lombard Street
Baltimore, Maryland 21201

Sources of Aid

University Sources

Graduate Assistantships The School of Nursing provides a limited number of graduate research and teaching assistantships to doctoral students on a competitive basis. The graduate assistant earns a modest salary and is generally expected to make a work commitment of approximately 20 hours per week. Assigned duties are consistent with the aims and objective of the teaching and research missions of the University. These assistantships also provide remission of tuition and fees (for up to 10 credit hours per semester).

In addition to the above some research assistantships are made available through grant or contract funds. Depending on the qualifications required for a particular position, master's and doctoral students may be eligible to apply.

Prospective students interested in being considered for graduate assistantships should make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established.

State Scholarships for Graduate Nursing Program Study Scholarships will be available Fall, 1980 for Maryland residents enrolled in a graduate nursing program preparing graduates for employment in a "nursing shortage area." Scholarships are available to full and part-time students for a maximum of \$2,000 per year (full-time or part-time equivalent) for one or two years.

Traineeships Students who meet admission requirements and are U.S. citizens are eligible to apply to the School of Nursing for federal funds for full-time study. Professional nurse traineeships available from the Division of Nursing, Health Resources Administration, Health and Human Services provide tuition, fees, and a monthly stipend. Students in selected specialty areas may also be eligible for support under specialized grants obtained by the School of Nursing or available through application to a specific foundation or funding source. Since there are limitations on the number of traineeships available, applicants are ranked according to total professional background.

In the case of all traineeships, prospective students make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established. Graduate students also are referred to the Federal Nursing Loan and Scholarship Program available through the financial aid office.

Nurse Training Act Scholarships and Loans Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually are available. Loans are at three per cent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study Support for students in career related employment both on and off campus during the academic year as well as the summer months may be available.

Non-University Sources

Bank Loans Students may obtain educational loans through private lending institutions such as banks or credit unions. In many cases, federal assistance in the payment of the seven per cent interest can be obtained. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduate students to borrow up to \$2,000 annually. MHELC applications are available in the Student Aid Office.

Employment Opportunities

Graduates of the master's degree program of the University of Maryland have a variety of employment opportunities. Surveys of recent graduates indicate 100% employment. Approximately 60% of these graduates are employed in hospitals, 30% as faculty in schools of nursing and 10% in other areas including nursing homes, community mental health and public health clinics. Salaries vary with the type of position, the setting, the geographical areas, and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C. area for new master's graduates range from \$16,000-\$20,000 per year. Doctorally prepared nurses are in great demand throughout the nation as administrators, faculty and researchers. Salaries vary with the particular position, the geographical area and the individual background of the candidate ranging from \$20,000-\$45,000 per year.

Graduate Student Organizations

Graduates in Nursing (GIN) is an organization of all the students in the graduate program in the School of Nursing. The purpose of the organization is to foster unity among graduate students to aid in the pursuit of individual, institutional and professional goals, and to enhance communication among students, faculty and the community. Student representatives function in a liaison capacity by serving on various School and University committees. GIN serves the graduate student body through orientation programs, a monthly newsletter, education and social functions, and the establishment of ad hoc committees when student, faculty and community needs arise.

As a focal point for graduate student awareness, the UMAB Graduate Student Association (GSA) is comprised of one representative from each department on campus that offers a graduate degree. Its main purpose is to promote a better graduate student life by providing efficient orientation of new students, communicating research interests across departmental lines, and providing a channel for the communication of graduate student concerns to the Dean for Graduate Studies and Research and to the Graduate Council. The Graduate Student Association chooses one of its own members each year to serve as a voting member of the Graduate Council and also elects representatives to the UMAB Senate.

Course Descriptions

NURS 602 Conceptual Framework for Nursing Practice (5) This course provides an introduction to the articulation of a philosophy of nursing to a conceptual framework for nursing practice. Our philosophy states that the personal, cognitive, and physical expressions of health interact throughout life and unfold in dynamic interplay with the environment. The two credit theory session each week is a coordinated approach by representative departmental faculty in which the study of scientific concepts which influence man's expressions of health is emphasized. The other three credits provide a departmentally supervised clinical practicum with emphasis on assessment and on evaluation of nursing interventions or regulatory processes. (Faculty)

NURS 603 Evaluation of Patient Care: A Clinical Perspective (3) This course provides an opportunity for students to synthesize a framework for evaluating health and nursing care. Emphasis is on the analysis of structure, process and outcomes of nursing care in terms of the personal, physical and cognitive expressions of health. It is designed to supplement the core courses as well as other clinical courses by presenting quality assurance methods, criteria and standards. Prerequisites are the completion of NURS 602 & 701 or permission of instructor. (Walker)

NURS 604 Organizational Behavior and Role Fulfillment (3) An exploration and analysis of commonalities inherent in nursing practice in various roles. Content from systems, role, organizational behavior, consultation, learning and change theories provides the basis for synthesis into a conceptual framework of practice in teaching, clinical practice and administration. (Faculty)

NURS 606 Influential Forces, Health Care and Health Care Systems (2) The identification and analysis of the economic, social, political and educational forces which influence the health of man, affect the health care delivery system and produce changes in nursing. (Faculty)

NURS 608 Special Problems in Nursing (1-3) Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 611 Introduction to Concepts and Techniques of Primary Care Nursing (2) This course emphasizes the development of the student's concepts of the expanded nursing role. It builds on assessment skills and knowledge pertaining to the conceptual framework acquired in NURS 602. It provides opportunity to collect and analyze data with a variety of skills and techniques that expand the nursing process for the health of adults. Concurrent: NURS 602, NPHY 480. (Faculty)

NURS 613 Clinical Diagnosis and Management I (4) This course prepares the student to function at a beginning level as a nurse practitioner in an ambulatory setting. This is the first of two sequential courses which focuses on a different set of health problems for study. The student applies the nursing process by performing diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health of clients with common health problems. Prerequisite: NURS 611, NPHY 480. Open to majors only. (Faculty)

NURS 614 Clinical Diagnosis and Management II (4) This course prepares the student to function as a nurse practitioner in an ambulatory setting with clients who have complex health problems. This is the second of two sequential courses which apply the nursing process by performing communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health of clients. Prerequisite: NURS 613. Open to majors only. (Faculty)

NURS 615 Advanced Primary Health Care (5) This course consists of intensive applied clinical experience and seminar sessions. It is designed to assist the student in analyzing multiple variables in health and disease, and through a problem-solving approach, determine an optimal plan in relation to both short and long-term goals. The emphasis is on increased independence and decision-making in an interprofessional environment. Prerequisite: NURS 614. Open to majors only. (Faculty)

NURS 618 Special Problems in Primary Care (1-3) An independent study experience which allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the Department of Primary Care Nursing may elect this experience to study selected concepts relating to primary care nursing. Registration upon consent of adviser. Students may register for varying units of

credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 621 Medical-Surgical Nursing I (2) The first level Medical-Surgical Nursing course focuses on systematic exploration of concepts that are particularly pertinent to adult clients with physical alterations. The concepts are developed within the graduate program framework. Interrelationships among concepts are determined and clinical implications are considered. Values, beliefs, and attitudes about nursing, health, and illness are explored. Prerequisite or concurrent: NURS 602 and NPHY 480. (Shubkagel and Faculty)

NURS 622 Medical-Surgical Nursing II (4) Building on Nursing 602 and 621 this course focuses on the articulation of selected concepts with the development, implementation, and evaluation of regulatory processes from the perspective of the graduate program framework. The practicum gives the students an opportunity to test the presented theory within a clinical perspective, to strengthen and extend previously acquired knowledge and skill, and to progress toward attainment of individual clinical goals. Prerequisite: NURS 621. (Shubkagel and Faculty)

NURS 625 Introduction to Gerontological Nursing (2) This introductory course traces, via an historical perspective, the beginnings of the science of gerontology and gerontological nursing. The focus is on implications for nursing in regard to the myths and misconceptions, current health care problems and the influence societal thinking has had on attitudes and interests regarding the elderly. (Faculty)

NURS 626 Processes of Aging: Implications for Nursing Care (4) This course provides an indepth analysis of specific concepts related to the cognitive, physical and psychosocial health care problems of the aged. The emphasis in exploring these concepts is on assessment methodologies and nursing care strategies which are designed to assist the aged person to cope with alterations in the expressions of health related to the aging process and, where possible, prevent the occurrence of alterations in health. (Faculty)

NURS 628 Special Problems in Medical-Surgical Nursing (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special topics or topics of an interdepartmental nature within the broad category of medical-surgical nursing. Registration upon consent of adviser. Student may register for varying amounts of credits ranging from one-three credits per semester with a maximum of six credits per degree. (Shubkagel and Faculty)

NURS 631 Maternal and Infant Nursing I (2) First of a two-semester sequence. A conceptual approach which focuses on extensive understanding of nursing in society's total program of maternal health services with emphasis on increased practitioner skills for independent and collaborative components of professional nursing of mothers and infants. Prerequisite: NURS 602. (Neal and Faculty)

NURS 632 Maternal and Infant Nursing II (4) Focuses on extensive knowledge and understanding of maternal care and on gaining increased collaborative and practitioner skills in professional nursing within interdisciplinary health agencies and institutions. Second Semester of a two-semester sequence. Prerequisite: NURS 602 and NURS 631. (Neal and Faculty)

NURS 638 Special Problems in Maternity Nursing (1-3) Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of maternity nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 641 Nursing of Children I (2) First semester of a two-semester sequence. Focuses on extensive knowledge and understanding of nursing in society's total program of child health services and on gaining increased practitioner skills in professional nursing of children. Prerequisite: NURS 602. (Neal and Faculty)

NURS 642 Nursing of Children II (4) Focuses on extensive knowledge and understanding in society's total program of child health services and in gaining increased collaborative and practitioner skills in professional nursing of children. Second semester of a two-semester sequence. Prerequisite: NURS 602 and NURS 641. (Neal and Faculty)

NURS 648 Special Problems in Nursing of Children (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 651 Individual Therapy (3) Individual therapy builds upon the interpersonal and analytic skills developed in the clinical portion of NURS 602. This course examines specific types of ineffective social behaviors as well as personality disturbances and their treatment within the contexts of psychiatric and nursing literature. Prerequisite: NURS 602. (Robinson)

NURS 652 Group Theory and Practice I (3) This course is designed to provide the basis for a conceptual framework in group psychotherapy. Emphasis is placed on the application of theory to group practice. Included is the study of the therapist's role in the development of technical and communication skills in group work. Each student is required to co-lead a group approved by the faculty. (Faculty)

NURS 653 Group Theory and Practice II (3) This course is designed to further develop the student's theoretical and clinical expertise in group work and group psychotherapy. Emphasis is placed on the role of the therapist in the integration and utilization of theoretical concepts to clinical group practice and in developing skills in supervision. Specialized group therapy techniques and research as related to group practice are reviewed. Each student is required to co-lead a group approved by the faculty. Prerequisite: NURS 652. (Faculty)

NURS 654 Liaison Nursing I (3) The student gains skills in therapeutic interaction with hospitalized, physically ill patients based upon their assessment of the patient's psychological needs and an evaluation of appropriate vehicles for their gratification. Goals are established which take into consideration physiological versus psychological priorities, assigning weights in terms of immediacy of need. The hospital is viewed as a social system, and means of interacting effectively in it are explored. Offered Fall Semester. (Robinson)

NURS 655 Orientation to Critical Concepts in Family (3) Orientation to the theories and techniques of family therapy. Emphasis on family systems theory (the Bowen Theory). Interview experience with selected families and development of observational skills. (Cain and Faculty)

NURS 656 Introduction to Clinical Practice With Families (3) Orientation to the role of the clinician in family therapy. Emphasis is on the identification of existing family behavior patterns. Clinical practice with at least one family. Prerequisite: NURS 655. (Cain and Faculty)

NURS 657 Advanced Clinical Practice With Families (3) Advanced clinical practice and refinement of clinical skills. Prerequisite: NURS 656. (Cain)

NURS 658 Special Problems in Adult Psychiatric Nursing (1-3) Provides alternative learning experiences; independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the area of adult psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 659 Mental Health Consultation (3) This course is designed to introduce the student to the principles and practice of mental health consultation and basic Community Mental Health Theory. Caplan's Model of mental health consultation will be stressed as well as development and management of consultation programs. Students will provide weekly consultation to a community health care setting or social agency approved by the faculty. Prerequisite: Clinical and/or academic courses in psychiatric/community health nursing. (Faculty)

NURS 660 Introduction to Selected Aspects of Child Development I (2) This course explores selective theoretical concepts of child development during the first six years of life. Emphasis is placed on integrating personality development and intellectual development. Assessment tools which reflect the theories presented will be discussed. (McElroy)

NURS 661 Orientation to Critical Problems in Family-Child Relations (3) First of two semester sequence. This course provides a broad view of child psychopathology with emphasis on intrapsychic, interpersonal and sociocultural dynamics. The integration of concepts in nursing practice, particularly the development of assessment and interviewing skills, is stressed. (Reid and Faculty)

NURS 664 Introduction to Selected Aspects of Child Development II (2) This course explores selective theoretical concepts of child development during the years from seven through adolescence. Emphasis is placed on examining the following theorists: Erikson, Winnicott, Lidz and Piaget. Prerequisite: NURS 660. (McElroy)

NURS 665 Comprehensive Care of Children With Psychiatric Disorders (3) Second of a two-semester sequence. This course provides theoretical concepts underlying the treatment of children with psychiatric disorders. The clinical component provides opportunity to implement treatment modalities in a variety of settings. Prerequisite: NURS 661. (Faculty)

NURS 668 Special Problems in Child Psychiatric Nursing (1-3) Provides for alternative learning experiences; independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of child psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 670 School Health (2) This course is designed to examine factors and programs that contribute to the promotion and maintenance of health in the school population. The development of school health programs and services are discussed. Issues, legislation and organizations involved in school health are explored. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Session. (Northrop)

NURS 671 Epidemiology (2) A contemporary approach to epidemiological concepts and methods. General considerations and laboratory application to data in specific situations. Open to non-nursing majors with permission of instructor. Prerequisite: Statistics. Offered Spring Semester. (Kohler)

NURS 672 Community Health Nursing I (1) This first level departmental course is designed to explore the relevancy of the school's conceptual framework for community health practice. Students also discuss the nature and scope of community health nursing and its relationship to the public health sciences and to nursing. Family and community are identified as the basic units of study and primary prevention as a major responsibility. Prerequisite or concurrent: NURS 602. Offered Fall Semester. (Eells and Strasser)

NURS 673 Community Health Nursing II (3) This is a required second level departmental course. Although students continue with their community assessment and one well family selected during NURS 602, analytical focus is extended to include the use of regulatory processes with families who have multiple problems. Additional conceptual frameworks commonly employed in family and community study are examined. Program planning, implementation, and evaluation are discussed in relation to the student's assessment of a community's health problems. Prerequisite: NURS 606 and NURS 672. Offered Spring Semester. (Ruth and Faculty)

NURS 674 Community Health Nursing Within the Health Care System (2) This course focuses upon the relationship between the health level of the community and the organization of the health care system. Social and political forces and major public policies that are shaping the organization and delivery of community health nursing services will be analyzed. An examination of theory, research, governmental and other professional documents will provide the bases for discussion as to how effective and efficient services can be achieved. Various systems of health care organization will be compared in terms of health level, structure, and reimbursement mechanisms. Open to non-nursing majors with permission of instructor. Offered Spring Semester, (Ruth and Faculty)

NURS 675 Community Health Nursing III (2) This is a required third level departmental course for students whose area of concentration is community health nursing. It is given concurrently with the practicum in role preparation. While the emphasis is upon intervention strategies and regulatory processes in community health nursing, content related to public health administration is discussed and includes areas such as reimbursement mechanisms, legislation and regulation, and standards of practice. Students will plan, implement, and evaluate a health program of primary prevention in their selected communities. Prerequisite: NURS 604 and NURS 673. Offered Fall Semester. (Northrop and Faculty)

NURS 676 Community Health Groups: Leadership Strategies (2) The theory content and practicum of this course offer learning experiences particularly pertinent and applicable to working with well families and health-oriented community groups. The course is designed to provide graduate students in community health nursing and other specialty areas an opportunity to gain additional skills in the use of group leadership strategies to bring about change toward defined goals and objectives. Prerequisite: Basic course in group dynamics; permission of instructor. Open to non-nursing majors. Offered Spring Semester. (Strasser)

NURS 678 Special Problems in Community Health Nursing (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of community health nursing. Registration by consent of adviser. Students may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 680 Curriculum and Instruction in Nursing Education (3) This course combines the elements of the curriculum process with instructional principles and methodologies through both faculty and student conducted seminars. It is designed to assist the student in the understanding and application of the foundations and methods of curriculum development. Prerequisite or concurrent: NURS 604. (Blakeney)

NURS 682 Practicum in Teaching in Nursing (3) Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total



teaching learning process. An analytical approach to teaching effectiveness is emphasized. Placement in junior colleges, baccalaureate programs or inservice settings is arranged according to track selected. Prerequisite or concurrent: NURS 680. (Matejski and Faculty)

NURS 683 Practicum for Clinical Specialist in Nursing (4) Supervised experience is provided by each clinical department which will prepare the graduate student to function in the role of clinical specialist. Placement may be in community or home settings, chronic and long-term care facilities as well as intensive care units. Concurrent: NURS 684. (Jarrett and Faculty)

NURS 684 Seminar in Nursing--Clinical Specialization (2) This seminar focuses on increasing organizational behaviors to function effectively as clinical nurse specialists. Particular attention is given to improving the delivery of health care to consumers through consultation, teaching, research, and clinical practice in medical-surgical, maternal and child health, psychiatric (adult and child), gerontological and community health nursing. Concurrent: NURS 683. (Jarrett)

NURS 685 Instructional Skills (3) This course, conducted by means of micro teaching lab, fosters the development and analysis of selected teaching skills directed at predetermined levels of functioning in the cognitive, affective and psychomotor domains. Prerequisite: NURS 604 and two semesters of clinical course work. Prerequisite or concurrent: NURS 680. (Faculty)

NURS 688 Special Problems in Nursing Education (1-3) The major objectives of this independent study experience are to develop further competencies in the area of teaching. Registration upon consent of adviser. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 689 Special Problems in Clinical Specialization (1-3) The major objectives of this independent study experience are to develop further competencies in the areas of clinical specialization. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 691 Administration of Nursing Education (2) Application of administrative processes as employed in nursing education settings. Comparison and contrasts of administrative skill requirements among types of educational programs will be addressed where appropriate. Prerequisite: NURS 604. (Blakeney and Faculty)

NURS 692 Administration of Nursing Service (2) Examination and application of administrative processes employed in nursing service settings. The independent and interdependent functions of nurse administrators in an organization, at various levels of decision making, are identified and analyzed. Prerequisite: NURS 604. (Proulx)

NURS 693 Practicum in Nursing Service Administration (4) Field placements provide for synthesis of learning through observation of and participation in administrative activities. Placements are arranged to support skill development in keeping with the student's career goals. Regular conferences with university instructors and field preceptor enrich the student's learning opportunity. Prerequisite: NURS 692. (Proulx)

NURS 694 Practicum in Nursing Education Administration (4) Field placement provides for synthesis of learning through observation of and participation in administrative activities. Students may elect placement in baccalaureate or associate degree basic education programs or in staff development settings. Regular conferences with university instructors and the field preceptor enrich the student's learning opportunity. Prerequisite: NURS 691. (Blakeney and Faculty)

NURS 695 Organization Development in Nursing (3) Explores the nature, origin, and strategies of Organization Development. Concepts related to behavioral science interventions for organizational improvements are based on the processes of planning, organizing, leading, and evaluating. Prerequisite: NURS 604. (Proulx and Fritz)

NURS 696 Cases and Concepts in Nursing Administration (2) Second level course in Nursing Administration. It is a required course for students whose major area of concentration is Administration of Nursing Service/Education and is an elective course open to all other students. The course focuses on administrative cases and is designed to assist the student in exploring administrative concepts and analyzing administrative situations. Prerequisite: NURS 604. (Faculty)

NURS 697 Seminar in Nursing and Health Policy (2) This course focuses on the structure and function of agencies that are responsible for formulating and implementing health policy. Included are key skills related to formulating health policy: attention is given to professional values clarification, writing skills, and legal terminology. Prerequisite: NURS 604, 606 (Blakeney and Faculty) "Proposed Course."

NURS 698 Special Problems in Nursing Administration (1-3) The major objective of this independent study experience is to develop further competencies in the area of administration. Registration by consent of adviser. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 699 Practicum in Nursing-Health Policy (4) The practicum is experiential learning in the use of various regulatory processes; namely, alterations, modification, displacements, negotiations, confrontations, and ministrations in the formulation and implementation of policies that affect nursing specifically and health care in general. The practicum is 12 to 16 hours per week for one semester. Placements are made in (1) various regulatory agencies within HEW and the State Health Department, (2) the student's selected clinical nursing area of study. Emphasis is placed upon applying nursing knowledge to health policy. Prerequisite: NURS 697 (Blakeney and Faculty) "Proposed Course."

NURS 701 Research Methods and Materials in Nursing (3) One four-hour lecture/lab a week. Includes basic understandings of the philosophy of research, the nature of scientific thinking, methods of research study. Prerequisite: Basic statistics. (Faculty)

NURS 702 Application of Inferential Statistics to Nursing Research Designs (2) This course emphasizes the requirements and interpretation of inferential procedures widely used in nursing research designs. Statistical computer programs are utilized with actual nursing data. Selection of the most appropriate procedure is stressed. Data snooping and alternative analyses are studied including bivariate correlation, partial correlation, one-way ANOVA, ANCOVA, multiple regression and various nonparametric analyses.

Instrument reliability is computed and an overview of other procedures is presented. A pragmatic rather than mathematical approach is used. A three-hour session each week combines lecture and lab. Prerequisite: NURS 701. (Faculty)

NURS 708 Special Problems in Nursing Research (1-3) The major objective of this independent study experience is to develop further research competencies. Registration upon consent of instructor. Variable amounts of credit ranging from one-three per semester may be taken with a maximum of six credits per degree. (Faculty)

NURS 710 Health Supervision of the Well Child I (3) This is the first of two sequential courses which focus on health promotion and health maintenance for children. This course deals primarily with the health needs of children during the first five years of life. The student will function at a beginning level as a Nurse Practitioner in an ambulatory setting. Emphasis is placed on application of the nursing process: assessing the physical, personal and cognitive expressions of health of well children during the first five years of life within the context of their family environments; developing plans of care based on knowledge of the cultural patterns of the family and of the predominant pattern of organization of the child's expressions of health, implementing and evaluating nursing strategies to promote health and normal growth and development. Prerequisite: NURS 602, NURS 611 or permission of the instructor. (Faculty)

NURS 711 Health Supervision of the Well Child II (3) This is the second of two sequential courses which apply the conceptual framework of the graduate program and the nursing process through communication and assessment skills, developing plans of care, implementing and evaluating the use of selected regulatory processes to promote the personal, cognitive and physical health of children. The course focuses on the health needs of school age children and adolescents. Normal growth and development are emphasized. Prerequisite: NURS 710 or permission of instructor. (Faculty)

NURS 713 Common Health Problems of Children I (4) This is the first of two sequential courses which focus on selected health problems of children frequently encountered in ambulatory settings and the underlying alterations in health equilibrium. Emphasis is placed on problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention. Prerequisite: NURS 602, NURS 611 or permission of instructor. (Faculty)

NURS 714 Common Health Problems of Children II (4) The focus of this second of two sequential courses is selected health care problems of children and the underlying alterations in health equilibrium. The problems considered will be of a more complex nature. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. Prerequisite: NURS 713 or permission of instructor. (Faculty)

NURS 715 Advanced Primary Care of Children (5) This course is designed to assist the student to integrate and synthesize the material from all course work, material previously learned and some new concepts in Primary Care Pediatric Nursing. Clinical experiences will allow the student to assume a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team. Prerequisite: NURS 711 and NURS 714. (Faculty)

NURS 754 Liaison Nursing II (3) The second level course in psychiatric liaison nursing presents material relevant to specific patient populations which are targeted by the liaison practitioner. In the latter half of the course, the student begins to explore those issues involved in working with nursing staff, rather than directly with patients to meet the latter's psychological needs. In addition liaison research projects that were identified in the first level course will be further developed to meet seminar paper or thesis requirements. Prerequisites: NURS 654. (Robinson)

NURS 771 Occupational Health (2) This course provides an examination of issues and research in occupational health. The expressions of health of working segments of the adult population in various occupations will be explored. The role of the health provider

in occupational health is considered in terms of legislation, private and public industry, unionized and nonunionized workers. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Semester. (Northrop and Eells)

NURS 799 Master's Thesis Research (1-6) (Faculty)

NURS 801 Conceptual Basis for Nursing (2) This course provides experience in conceptualizing health-related behavior as an initial step in nursing research. Biological, psychological, cognitive and social dimensions of selected concepts relevant to nursing practice are examined theoretically and operationally. The interrelatedness of these dimensions is viewed as constituting a major focus in the study of Man from a nursing perspective. (Kreider and Faculty)

NURS 802 Analysis of Direct Nursing Action (4) In this course clinical settings will be utilized for the examination of client states and nursing actions. From a theoretical perspective students will develop and implement a plan for study of nursing actions and the client states which are stimuli for and responses to nursing actions. Prerequisites: NURS 801 (Kreider)

NURS 803 Conceptualization of Nursing Systems (2) This course provides experience in analyzing the global context of nursing practice. Systems, theory and dynamics are explored in detail; selected concepts are explored as interrelated factors influencing episodic and distributive care and the organization and development of resources for nursing practice, education and research. (Faculty)

NURS 804 Analysis of Indirect Nursing Action (4) From theoretical and empirical perspectives, indirect nursing actions are examined. The ways in which aspects of nursing systems constrain, generate, and might be altered through nursing actions are investigated in various settings. Emphasis is placed on identification, conceptualization and delineation of indirect nursing actions and the extent to which they support and alter direct nursing practice. (Faculty)

NURS 805 Analysis and Development of Nursing Theory (4) Issues and techniques in theory analysis and construction are addressed. Extant nursing theories are analyzed, compared and evaluated in the light of stated criteria. A variety of metatheoretical approaches to theory development are studied from the perspective of their existing and potential use in nursing. Prerequisite: NURS 602 or equivalent. (Lenz and Faculty)

NURS 806 Seminar in Nursing Science (2) The focus of this seminar is on philosophical and theoretical issues which must be considered in discovering and verifying nursing knowledge. Advanced topics in theory development are addressed. Prerequisite: NURS 805. (Faculty) "Proposed Course."

NURS 811 Measurement of Nursing Phenomena (3) The theoretical basis of measurement will be presented as a foundation for the development and evaluation of measurement tools for use in nursing research. Types of measures, techniques of construction, the statistical analysis of reliability and validity, and strengths and limitations for use of selected measures in nursing research will be presented. Nursing research studies will be evaluated relative to measurement theory. Tools and procedures including those used to measure affective, cognitive, behavioral and physiological aspects of selected concepts will be evaluated. Prerequisite: NURS 702 or equivalent. (Waltz)

NURS 812 Seminar in Nursing Measurement (3) The theoretical basis of measurement will be applied in a highly individualized experience in the development and testing of an instrument to measure a selected concept of relevance in nursing research. The seminar will provide the opportunity for discussion of problems, issues and strategies involved in tool construction and validation and for the sharing of experiences. Prerequisite: NURS 811 (Waltz)

NURS 813 Design of Nursing Research (3) The emphasis in this course is on the acquisition of methods and techniques for extending the scientific base of knowledge for nursing practice. Research studies, taken from the health care literature, which address questions of impact to nursing will serve as foci for discussion throughout the term. Research designs and related statistical procedures will be examined in terms of their appropriateness for addressing various nursing problems. Small-scale research projects will be carried out in order to facilitate acquisition of desired skills. (Wolfe)

NURS 815 Seminar in Advanced Measurement and Design in Nursing Research Design (3) The major emphasis in this course is on use of pre and quasi experimental designs and related statistical procedures for the study of clinical nursing problems. Included are topics of particular interest to nurse researchers such as use of professional judgement and standards, selecting clinically equivalent comparison groups, gaining adequate research control in clinical nursing settings, use of evaluative research techniques in evaluating the effectiveness of nursing care programs. This course is designed as a sequel to NURS 813 which focuses on the design and analysis of experimental nursing research. (Prescott) "Proposed Course."

NURS 818 Special Topics in Nursing Research (1-3) A directed individually planned research experience which provides doctoral students the opportunity to work collaboratively with a faculty member on an ongoing research project. Specific requirements and credit are determined by contractual agreement; repeatable to a maximum of 6 credits. (Faculty)

NURS 888 Special Problems in Direct Nursing (1-3) Students select a topic of particular professional interest within the sphere of direct nursing, to be studied with a graduate faculty member with special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of 6 credits. (Faculty)

NURS 898 Special Problems in Indirect Nursing (1-3) Students select on topic of professional interest within the sphere of indirect nursing, to be studied with a graduate faculty member with special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of 6 credits. (Faculty)

NURS 899 Doctoral Dissertation Research Variable credit (Faculty)

NPHY 421, 422 Principles of Human Physiology (3, 3) Required for students majoring in maternal and child nursing. Open to all other students (Urbaitis)

NPHY 480 Human Physiology (3) The focus of this course is directed toward the study of selected areas in normal human physiology. Emphasis is given to analysis of normal function at the cellular and organ levels. Discussion of major regulatory and integrative mechanisms of the body are elaborated to elucidate body function. This course expands upon a basic knowledge of physiology. (Selmanoff)

NPHY 610 Methods and Principles of Applied Physiology I (3) The first of two sequential courses designed to provide the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathophysiological principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Open to majors only. Prerequisite: NPHY 480. Concurrent: NURS 613 (Faculty)

NPHY 611 Methods and Principles of Applied Physiology II (3) The last of two sequential courses designed to provide the student with an indepth base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathophysiological entities and study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480 and NPHY 610. Concurrent: NURS 614. Open to majors only. (Faculty)

CONTINUING EDUCATION PROGRAM



The Continuing Education Program is designed to facilitate the life-long learning process of individual nurses and provides an essential bridge between the School of Nursing and the nursing community in Maryland. The program offers workshops, short courses and seminars which build upon the basic preparation of the registered nurse and serve to enhance or update knowledge and professional competence in the delivery of health services. Aware of the expanding decision-making responsibilities now confronting nurses, the program provides for opportunities to learn about new concepts in professional nursing, and bring participants into dialogue with colleagues in the nursing profession as well as experts in related fields.

Activities are coordinated with other professional groups, institutions and health related agencies in the state to encourage cooperative planning and interprofessional programming. Regional committees consisting of nurses in western and southern Maryland and the Eastern Shore assist with identification of continuing education needs and participate in planning and implementing individual offerings in those regions.

The School of Nursing Committee for Continuing Education serves in an advisory capacity for program development and evaluation. Faculty members participate in planning for and teaching in specific offerings and serve as consultants as appropriate.

The Interprofessional Council for Continuing Education, UMAB, is composed of the Directors of Continuing Education in the six professional schools. The number and scope of interprofessional offerings has increased considerably as a result of the Council's activities.

The Director of the Continuing Education Program serves as a consultant to the faculty of an ongoing Primary Care Nurse Practitioner Program which is supported by a grant from the Division of Nursing, DHEW.

Appropriate continuing education units (CEU'S) based upon guidelines and criteria established by the National Task Force on the Continuing Education Unit are awarded to participants completing offerings sponsored or co-sponsored by the School of Nursing.



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Assistant to the Chancellor

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- Cardinale, Sandra**, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- *Hicks, Johnnye M.**, Assistant Professor of Maternal and Child Nursing (Graduate Program)
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- Hutchins, Elizabeth**, Associate Professor of Maternal and Child Nursing (Graduate Program)
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- **Jacox, Ada**, Professor of Nursing, Career Development (Graduate Program)
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- **Kohler, Helen R.**, Director, Outreach Program and Associate Professor of Nursing (Community Health Nursing)
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- Kub, Joan Ellen**, Instructor of Nursing (Community Health Nursing)
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- Ledy, Susan**, Instructor of Nursing (Medical and Surgical Nursing)
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- Lenz, Elizabeth R.**, Director of Doctoral Program and Associate Professor (Graduate Program)
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- Morgan, Ann**, Assistant Professor of Nursing (Continuing Education)
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- *Niklewski, Roberta**, Assistant Professor of Nursing (Psychiatric Nursing)
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B.S., Winston—Salem University, 1964; M.S., University of Maryland, 1968; (RN)
- Reid, Marlene B.**, Chairperson, Psychiatric Nursing and Associate Professor (Graduate Program)
B.S.N., The Catholic University of America, 1960; M.S.N., 1961; Ph.D., 1969; (RN)
- Reiff-Ross, Eleanor R.**, Assistant Professor, Center for Research and Evaluation
A.B., Hunter College, 1947; A.M., Columbia University, 1948; M.Ed., University of Maryland, 1968;
Ph.D., 1972
- Robinson, Lisa**, Professor of Psychiatric Nursing (Graduate Program)
B.S., American University, 1961; M.S., University of Maryland, 1965; Ph.D., 1970; (RN)
- Rogers, Peggy P.**, Assistant Professor, Center for Research and Evaluation
B.A., Park College, 1969; M.A., George Peabody College, 1974; Ph.D., 1976
- Romeo, Roberta M.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Medical College of Georgia, 1975; M.S., 1976; (RN)
- Rubin, Rita L.**, Instructor of Psychiatric Nursing (Graduate Program)
B.S., University of Maryland, 1974; M.S., 1978; (RN)
- Ruth, M. Virginia**, Chairperson, Community Health Nursing and Associate Professor (Graduate Program)
B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P.H., Johns Hopkins University,
1976; (RN) Certified Nurse Midwife
- Ryan, Judith W.**, Assistant Professor of Primary Care Nursing (Continuing Education)
B.S., University of Connecticut, 1965; M.S., Boston University, 1967; (RN)
- Sands, Rosetta F.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1966; M.S., 1970; (RN)
- Sapperstein, Anne**, Instructor of Primary Care Nursing (Continuing Education)
B.S.N., University of Maryland, 1971; M.P.H., Johns Hopkins University, 1977; (RN)
- Sappington, Ellen**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1974; M.S., 1976; (RN)
- Schweitzer, Betty**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., New York University, 1959; M.A., 1971; (RN)
- Scipio, JoAnn**, Instructor of Nursing (Maternal and Child Nursing)
B.S.N., Catholic University, 1973; M.S.N., 1974; (RN)
- Scott, Doris E.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., Dillard University, 1963; M.S., Boston University, 1968; (RN)
- Scott, Jane**, Instructor of Primary Care Nursing (Continuing Education)
B.S.N., Duke University, 1973; M.S.N., Wayne State University, 1978; (RN)
- Scott, Jessie M.**, Associate Professor, Career Development: Nursing Health Policy (Graduate Program)
B.S., University of Pennsylvania, 1943; M.A., Teachers College, Columbia University, 1949; (RN)
- Shelley, Sonya I.**, Director, Center for Research and Evaluation, Professor
B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1973
- Shubkagel, Betty L.**, Chairperson, Medical and Surgical Nursing and Professor (Graduate Program)
B.S., University of Maryland, 1954; M.N., Emory University, 1957; Ph.D., University of Maryland, 1976;
(RN)
- Simmons, Valerie**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1976; M.S., 1977; (RN)
- Skinner, Suzanne**, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Maryland, 1976; M.S.N., 1979; (RN)
- Smith, Claudia M.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1965; M.P.H., University of North Carolina, 1971; (RN)
- Smith, Ruth S.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
A.B., Asbury College, 1960; M.N.Ed., University of Pittsburgh, 1964; (RN)
- Soeken, Karen**, Assistant Professor, Center for Research and Evaluation
B.A., Valpariso University, 1965; M.A., University of Maryland, 1970; Ph.D.,
- Spellbring, Ann Marie**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Pennsylvania, 1967; M.S., University of Maryland, 1973; (RN)
- Spivack, Barbara J.**, Coordinator for Student Development Services A.B., Michigan State University, 1965;
M.A., 1969

- Stanley, Joan M.**, Assistant Professor of Primary Care Nursing (Continuing Education)
B.S.N., Duke University, 1971; M.S., University of Maryland, 1978; (RN)
- Stilwell, Edna**, Assistant Professor of Gerontological Nursing (Graduate Program)
B.S.N., University of Maryland, 1962; M.S., 1972; (RN)
- *Strasser, Judith**, Instructor of Community Health Nursing (Graduate Program)
B.S., Villanova University, 1970; M.S., University of Maryland, 1975; (RN)
- Stremmel, Jean**, Assistant Professor (Continuing Education)
B.S., Johns Hopkins University, 1954; M.S., University of Maryland, 1973; (RN)
- Strickland, Ora**, Associate Professor Nursing (Graduate Program)
B.S., North Carolina Agricultural and Technical State University, 1970; M.S., Boston University, 1972;
Ph.D., University of North Carolina at Greensboro, 1977; (RN)
- Swope, Donna**, Instructor of Nursing (Maternal and Child)
B.S., University of Maryland, 1974; M.S., University of Maryland, 1978
- Thomas, Sue**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1969; M.S., 1972; Ph.D., 1979; (RN)
- Tyler, Sandra**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Columbia Union College, 1975; M.S., University of Maryland, 1978; (RN)
- **Urbaltis, Barbara**, Assistant Professor of Physiology
B.A., Hunter College, 1960; M.A., 1965; Ph.D., Cornell University, 1968
- Venn, Mary R.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Virginia, 1964; M.N., Emory University, 1968; (RN)
- Vore, Anne L.**, Instructor of Nursing (Pediatric Nursing)
B.S., Medical College of Virginia, 1967; M.S., Ohio State University, 1973; (RN)
- Waldo, Elizabeth M.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Cornell University, 1955; M.S., University of Maryland, 1974; (RN)
- Walker, Marcus L.**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Teachers College, Columbia University, 1957; M.S., 1959; M.P.H., Johns Hopkins University, 1972;
Sc.D., 1976; (RN)
- Waltz, Carolyn A.**, Professor of Nursing, Center for Research and Evaluation (Graduate Program)
B.S., University of Maryland, 1963; M.S., 1968; Ph.D., University of Delaware, 1975; (RN)
- Ward, Catherine E.**, Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., Johns Hopkins University, 1954; M.S., Boston University, 1962; (RN)
- White, Caroline M.**, Associate Professor of Community Health Nursing (Graduate Program)
B.S., Columbia University, 1962; M.P.H., Johns Hopkins University, 1964; Dr. P.H., 1974; (RN)
- Williams, Linda L.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Columbia Union College, 1962; M.S., University of Maryland, 1970; (RN)
- Wimbush, Frances**, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Maryland, 1976; M.S., 1979; (RN)
- Winkelstein, Marilyn**, Instructor of Nursing (Maternal and Child Nursing)
B.S., University of Maryland, 1972; M.S., 1979; (RN)
- Winyali, Bette R.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., Johns Hopkins University, 1952; M.S., University of Maryland, 1976; (RN)
- Wolfe, Mary L.**, Assistant Professor, Center for Research and Evaluation
A.B., Western Reserve University, 1949; M.A., Bryn Mawr College, 1967; Ph.D., University of Delaware,
1974
- Wyatt, Janet S.**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., Keuka College, 1971; M.S., University of Alabama, 1974; (RN)
- Zalosh, Lynne**, Instructor of Nursing (Maternal and Child Nursing)
B.S.N., University of Maryland, 1975; M.S.N., 1977; (RN)

**Part-time appointment **Joint appointment with another department*

University of Maryland School of Nursing

1980-1981 Academic Calendar

Fall Semester 1980

August 21-22	Thursday-Friday	Registration (<i>Undergraduate</i>)
August 25	Monday	Orientation (<i>Graduate</i>)
August 26	Tuesday	Arena Registration (<i>Graduate</i>)
August 26	Tuesday	Orientation (<i>Undergraduate</i>)
August 27	Wednesday	Instruction Begins
September 1	Monday	HOLIDAY - Labor Day
September 16	Friday	Last Day, Jan. 1981 Diplomas
November 3-14	Monday-Friday	Preregistration for Winter and Spring
November 27-28	Thursday-Friday	HOLIDAY - Thanksgiving
November 28	Friday	Last Day Certification-Thesis (<i>Graduate</i>)
December 5	Monday	Last Day Thesis Defense-Certification- Non-Thesis (<i>Graduate</i>)
December 19	Friday	Semester Ends

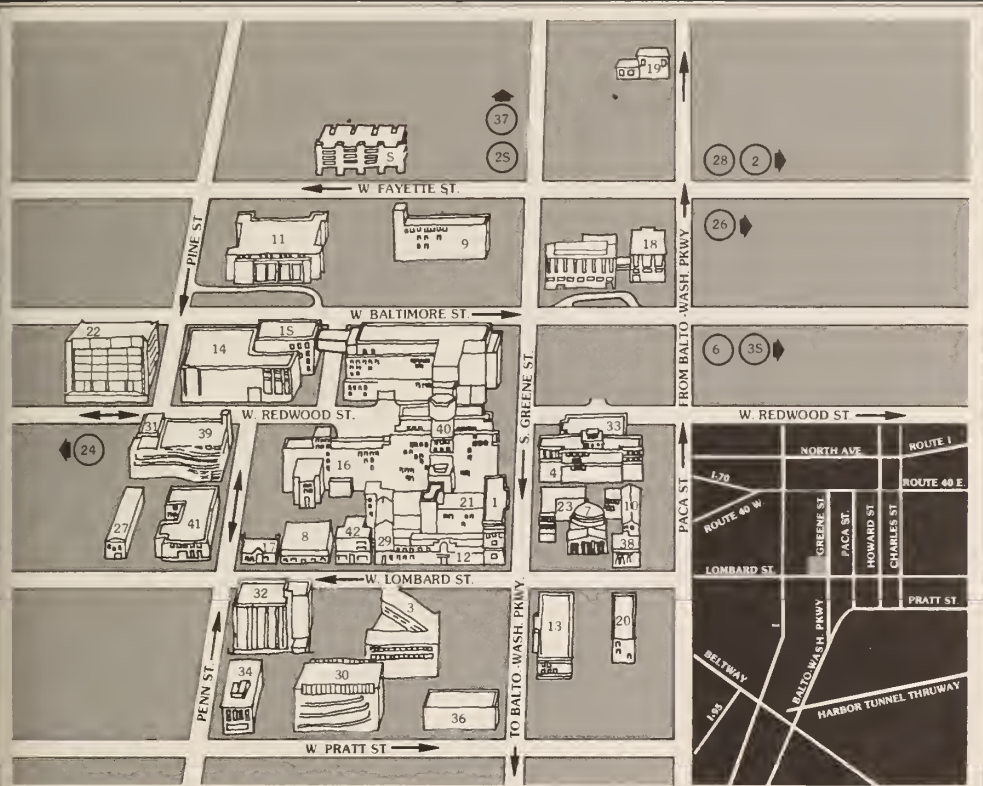
Winter Session 1981

January 5	Monday	Drop-Add Period for Winter (<i>Undergraduate</i>)
January 5	Monday	Arena Registration (<i>Graduate</i>)
January 5	Monday	Instruction Begins
January 15	Thursday	HOLIDAY - King's Birthday
January 30	Friday	Winter Session Ends

Spring Semester 1981

January 27	Tuesday	Instruction Begins-Clinical Courses (<i>Undergraduates</i>)
January 29	Thursday	Orientation (<i>Graduate</i>)
January 30	Friday	Drop-Add Period for Spring (<i>Undergraduate</i>)
January 30	Friday	Arena Registration (<i>Graduate</i>)
February 2	Monday	Instruction Begins (<i>Graduate</i>)
February 2	Monday	Instruction Begins-Non-Clinical Nursing Courses (<i>Undergraduates</i>)
February 20	Friday	Last Day, May 1981 Diplomas
February 23	Monday	HOLIDAY - Washington's Birthday
April 13-17	Monday-Friday	Spring Break
April 20	Monday	Last Day Certification-Thesis (<i>Graduate</i>)
April 20-24	Monday-Friday	Preregistration, Fall 1981
May 8	Friday	Last Day Thesis Defense-Certification Non-Thesis (<i>Graduate</i>)
May 28	Thursday	Semester Ends
May 28	Thursday	Convocation - 9:00 A.M.
May 29	Friday	Commencement - 3:00 P.M.
June 1	Monday	HOLIDAY - Memorial Day

Campus Map



BUILDING KEY, UNIVERSITY OF MARYLAND AT BALTIMORE

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|---|--|--|---|
| <p>1 Allied Health Professions Building, 32 S Greene Street
Medical Technology, School of Pharmacy, Physical Therapy, Radiologic Technology classrooms, offices, laboratories</p> <p>2 Alpha House, 828 N Eutaw Street (off campus)</p> <p>3 Baltimore Union, 621 W Lombard Street
Cafeteria, student housing, meeting rooms for students and faculty, lounges, game room, Synapse</p> <p>4 Bressler Research Building, 29 S Greene Street
Medical school research labs. Baltimore offices of the university's Board of Regents.</p> <p>5 Walter P. Carter Center, 630 W Fayette Street
The university uses this facility jointly with the Inner City Mental Health Program and the State Department of Mental Hygiene</p> <p>6 Community Pediatric Center, 412 W Redwood Street (off campus)
Innovative program of comprehensive health care for children in southwesting health district. Federally funded</p> <p>7 Davidge Hall, 522 W Lombard Street
Built in 1812 and designed by Robert Carey Long Sr., who used the Pantheon in Rome as his model. The oldest building in the nation used continuously for medical education. The university's Medical Alumni Association plans to restore the building to its original state and open it to the public as a medical museum</p> <p>8 Dunning Hall, 636 W Lombard Street
School of Pharmacy classrooms and offices, drug manufacturing lab, poison information center</p> | <p>9 Fayette Street Garage, 633 W Fayette Street</p> <p>10 Gray Laboratory, 520 Rear W Lombard Street
Physical Therapy Office, Campus Police, Center for the Graduate Social Work Education of the Hearing Impaired</p> <p>11 Hayden Hams Hall, 666 W Baltimore Street
Baltimore College of Dental Surgery, Dental School, clinics, classrooms, labs, offices</p> <p>12 Health Sciences Computer Center, 610 W Lombard Street
Computer Center, pharmacy school offices and labs, Medical Technology labs, Division of Clinical Investigation, Office of Student Affairs</p> <p>13 Health Sciences Library, 111 S Greene Street
Main library for all professional schools except the School of Law. Includes historical book collection and computerized circulation and information services</p> <p>14 Howard Hall, 660 W Redwood Street
Central Administration offices, medical school classrooms, offices, labs.</p> <p>15 Howard Hall Tower, 655 W Baltimore Street
Medical school classrooms, offices, labs. Administrative offices of the medical school, including the office of dean and vice chancellor</p> <p>16 Institute of Psychiatry and Human Behavior, 645 W Redwood Street (E, F and G wings of the hospital)
The medical school's center for psychiatric teaching and research as well as inpatient and outpatient care</p> <p>17 Kelly Memorial Building, 650 W Lombard Street
Headquarters of Maryland Pharmaceutical Association B Olive Cole Museum</p> | <p>18 Lane Hall, 500 W Baltimore Street
School of Law classrooms, offices, library, Developmental Disabilities Law Clinic</p> <p>19 Legal Services Clinic, 116 N Paca Street</p> <p>20 Lombard Building, 511 W Lombard Street
Bookstore, University Relations</p> <p>21 Maryland Institute for Emergency Medical Services, 22 S Greene Street
The first major trauma program in the nation, combining multidisciplinary teaching and research with expert round-the-clock care for the critically ill and injured in the state.</p> <p>22 Medical School Teaching Facility, 10 S Pine Street
Medical school classrooms, offices, research labs, animal facility, Office of Medical Education, Illustrative Services</p> <p>23 Medical Technology Building, 31 S Greene Street
Medical school offices, labs</p> <p>24 Mencken House, 1524 Hollins Street (off campus)</p> <p>25 Methadone Program, 104 N Greene Street (off campus)</p> <p>26 National Pituitary Agency, 210 W Fayette Street (off campus)
Under contract with the National Institutes of Health, the University of Maryland administers the NPA, which is the official agency for collection and distribution of human pituitary hormones for research purposes.</p> <p>27 Newman Center, 712 W Lombard Street</p> <p>28 Nilsson House, 826 N Eutaw Street (off campus)</p> <p>29 Parsons Residence Hall for Women, 622 W Lombard Street</p> <p>30 Pratt Street Garage and Athletic Facility, 646 W Pratt Street</p> | <p>31 Redwood Hall, 721 W Redwood Street
Division of Alcoholism and Drug Abuse offices, clinical areas</p> <p>32 School of Nursing Building, 655 W Lombard Street
Nursing school classrooms, offices.</p> <p>33 School of Social Work and Administration Building, 525 W Redwood Street
Office of the chancellor, School of Social Work and Community Planning classrooms, offices.</p> <p>34 State Medical Examiner's Building, 111 Penn Street</p> <p>35 Stroke Center, 412 W Redwood Street</p> <p>36 Temporary Academic Building, 601 Rear W Lombard Street
School of Social Work and Community Planning classrooms, offices</p> <p>37 Tuerk House, 106 N Greene Street (off campus)
Residential facility for alcoholism programs of the University of Maryland Hospital. (Also Alpha and Nilsson Houses.)</p> <p>38 University College, 520 W Lombard Street
Offers degree and non-degree educational programs. Juvenile Law Clinic</p> <p>39 University Garage, 701 W Redwood Street
Helistop</p> <p>40 University of Maryland Hospital, 22 S Greene Street</p> <p>41 Western Health Clinic, 700 W Lombard Street</p> <p>42 Whitehurst Hall, 624 W Lombard Street
Graduate School office, nursing, pharmacy, social work and community planning offices, classrooms</p> |
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For Additional Information

University of Maryland School of Nursing

<i>Program Information</i>	Office of Dean School of Nursing, University of Maryland 655 W. Lombard Street, Baltimore 21201
<i>Undergraduate</i>	528-7503
<i>Graduate</i>	528-6711 or 12
<i>Admissions or registration</i>	Office of Admissions and Registrations University of Maryland, Baltimore Howard Hall, Room 132 660 W. Redwood Street, Baltimore 21201

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the institution's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interests of the university community, that person may be required to withdraw from the university.



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