


U N I V E R S I T Y O F M A R Y L A N D



S C H O O L O F N U R S I N G

*NURSING
EDUCATION
AT ITS BEST
1889-1989*



Digitized by the Internet Archive
in 2012 with funding from
LYRASIS Members and Sloan Foundation

<http://archive.org/details/nursingc89unse>

*NURSING
EDUCATION
AT ITS BEST
1889-1989*

U N I V E R S I T Y O F M A R Y L A N D



S C H O O L O F N U R S I N G

CONTENTS



LOUISA PARSONS LEAGUE

Named in honor of the inspiring student of Florence Nightingale who served as the first director of the School of Nursing, the Louisa Parsons League was established in 1981 to recognize those alumni and friends whose generous gifts reflect a substantial commitment to the continued development of the school and the tradition of excellence in education and service set by our founder for the people of the state of Maryland. Because of Miss Parsons's success, Miss Nightingale honored the program's graduates with the use of a cap of point d'esprit of her design. Members of the Louisa Parsons League become an integral part of the School of Nursing and are involved in opportunities of mutual benefit. In addition, they may elect to enjoy simultaneous membership and recognition from the Presidents Club of the University of Maryland.

Virginia Lee Franklin
 Sonya Gershowitz
 Grace Elgin Hartley
 Georgia Younger

The School and Its Environment	1	Continuing Education Program	46
The School	1		
The University of Maryland at Baltimore	5		
The City	5		
<hr/>			
Academic Information	6	Administration and Faculty	47
Registration	6	University of Maryland	47
Records	7	University of Maryland at Baltimore	47
Undergraduate Academic Regulations	7	School of Nursing	47
Graduate Academic Regulations	10		
Scholastic Honors for Graduates	13	<hr/>	
<hr/>		Policy Statements	52
Student Services	14		
Office of Student Services	14	<hr/>	
Student Organizations	14	Campus Map	54
Health Services	14		
Housing	14		
Athletic Facilities	14		
<hr/>			
Financial Information	15		
Undergraduate Fees and Expenses, 1987-88	15		
Graduate Fees and Expenses, 1987-88	16		
Financial Aid	16		
<hr/>			
Undergraduate Program	17		
Overview	17		
Admission to the Upper Division	20		
The Upper Division Curriculum for Generic Students	23		
The Upper Division Curriculum for Registered Nurse Students	24		
General School Policies Related to Curriculum	25		
Employment Opportunities	25		
Eligibility for State Licensure	25		
Undergraduate Courses	26		
<hr/>			
Graduate Programs	28		
Overview	28		
Master of Science Curriculum	30		
Doctor of Philosophy Curriculum	32		
Admission	33		
Employment Opportunities	35		
Graduate Student Organizations	35		
Graduate Courses	36		



THE SCHOOL AND ITS ENVIRONMENT

THE SCHOOL

The University of Maryland School of Nursing prepares highly qualified professional nurses to meet the public's health care needs as clinicians, researchers, educators and administrators. The university awards approximately 325 baccalaureate degrees in nursing and 125 master's degrees in nursing annually, making its programs among the largest in the nation. The first PhD in nursing was awarded in 1984. Currently approximately five to six PhDs are awarded annually.

Within the last decade, both the undergraduate and graduate curricula have been revised to ensure that they remain responsive to the changing health care needs of society. In addition to learning the fundamentals of nursing, baccalaureate students have increased opportunities for clinical practice, selecting from among more than 100 clinical sites in Maryland, the District of Columbia and northern Virginia. At the nearby University of Maryland Medical System, students see first-hand the latest advances in such areas as neonatal care, coronary care, cancer treatment and trauma care.

The School of Nursing has been a leader in the education of nurse practitioners and was among the first to develop a master's program in primary care. The graduate program also offers opportunities for specialization in new areas such as health policy, trauma/ critical care and nursing informatics.

One of the most important contributions the school makes to the community and the profession is through the expertise of its faculty. School of Nursing faculty members hold leadership positions in national professional organizations, including the American Nurses Association and the National League for Nursing, do extensive nursing research and professional publication and serve as consultants to health care agencies, institutions of higher education and government.



Educational 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. As an integral part of a university academic health center, the School of Nursing combines the missions of the university and the goals of a professional discipline. The mission of the school is to provide leadership in nursing through scholarship, research and evaluation. Identification and development of areas of practice and nursing care delivery systems which anticipate and are responsive to societal needs through the development of research and teaching programs are the primary focus.

The faculty of the School of Nursing is accountable for implementing the triad of university functions: teaching, research and service, and recognizes the interrelationships among teaching, research and practice in nursing. Through participation

in research and utilization of valid research findings, teachers and students contribute to effective nursing practice. These functions and activities are attuned to the ever-changing needs of society in the global community.

Inherent in 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 along the continuum of time. When manipulation of these forces is required to enhance man's potential for health, nursing can function 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 an optimal level of health. The nurse becomes an integral part of the environment of the client, acting with awareness of selected factors and interacting in a dynamic way 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 ongoing 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 and as having the right and responsibility to participate in the educative process to the extent of one's 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 developed and encouraged in students through the incorporation of knowledge from the humanities and the behavioral, biological and physical sciences as well as from 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 the six professional schools on the University of Maryland's Baltimore campus, was established on December 15, 1889, by Louisa Parsons, a student of Florence Nightingale and a graduate of St. Thomas's Hospital School of London, England. Because of her keen interest in Miss Parsons's new American school, Miss Nightingale designed the cap which is still worn by graduates of the program and is known as the Nightingale cap.

The original curriculum of the University of Maryland Training School required two years for completion; it was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the University 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, were phased out in 1952 when Dr. Florence M. Gipe became dean of the new four-year program leading to the Bachelor of Science degree in nursing.

In 1954 the School of Nursing began to offer a Master of Science program through the Graduate School of the University of Maryland. The University of Maryland School of Nursing was designated by the Southern Regional Board as one of six institutions to offer graduate programs in nursing.

In 1964 the Walter Reed Army Institute of Nursing was created through a contractual arrangement between the Department of the Army and the University of Maryland, thus extending the teaching facilities of the School of Nursing to include Walter Reed Army Medical Center. This and other military and civilian clinical centers offered the faculty of the School of Nursing the opportunity to provide learning experiences for students subsidized by the United States Army who, following graduation from the University of Maryland, served three years in the Army Nurses Corps.

In the late 1960s the school's continuing education program expanded to provide increased resources for nurses in Maryland. In 1971 the school initiated a research development project through funding from the Division of Nursing, National Institutes of Health. The project was designed to improve patient care through providing means whereby key School of Nursing faculty held joint appointments in the Department of Nursing in the University of Maryland Hospital. The project augmented the school's resources for increasing faculty and student research.



A research development grant from the Division of Nursing, Department of Health, Education and Welfare awarded to the School of Nursing from 1970 to 1975 increased faculty involvement in research and led to the creation of a Center for Research.

An outreach program for community-bound nurses in Western Maryland and the Eastern Shore was initiated in 1975 in order to enlarge the pool of baccalaureate-prepared nurses in the state of Maryland. The first outreach baccalaureate nurse graduated in June, 1978, and in the fall of 1980, the master's degree program began classes in these areas of Maryland.

In the academic year 1986-87, the RN to BSN program expanded its efforts to include class offerings in Easton, Montgomery County, Harford County and in Southern Maryland. Courses in the MS program were offered in Montgomery County and exploration is ongoing regarding additional needs throughout the state.

The graduate school approved a new master's curriculum in 1976. The revision allowed the creation of a new Department of Primary Health Care. In 1978, the specialization of gerontological nursing was added to the master's curriculum, and in 1979, a concentration in nursing health policy was developed. Curriculum revision in 1987 strengthened the specialties by eliminating the requirement of a secondary area; a track in Nursing Informatics is being proposed.

A separate baccalaureate curriculum of the School of Nursing is open to registered nurses who wish to pursue further study. In recent years increased effort has been directed toward elimination of duplication and extension of opportunity for career advancement for this important group of nurses. In 1985, a Statewide Nursing Education Articulation Model was implemented within the state. This



model offered three options for receiving credit for previous education in diploma and associate degree programs when applied to a BSN degree in the public schools in Maryland. The University of Maryland has implemented this model within the separate RN to BSN program and is working hard to enhance educational career mobility for the RN student. In the fall of 1983 the RN to BSN program relocated to the University of Maryland Baltimore County campus as part of the School of Nursing expansion program.

During the administration of the second dean of nursing, Dr. Marion I. Murphy, a proposal for a doctoral program in nursing was approved. In the fall of 1979 the program began and in May, 1984, the first Doctor of Philosophy in Nursing degree was awarded.

Nurses Alumni Association

Organized in 1895, the Nurses Alumni Association provided early leadership in the organization 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 also awareness of changes taking place in nursing.

The historic pin, designed by Tiffanys 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 Nurses Alumni Association. Since 1968, all baccalaureate graduates of the School of Nursing are eligible to purchase the cap.

Accreditation and Membership

The University of Maryland is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Association of American Universities. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing; and the continuing education program is accredited by the American Nurses Association. The school maintains membership in the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of 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 assistant dean for continuing education.

Center for Nursing and Health Services Research

The purposes of the center are: 1) to provide an organizational unit through which to promote research development in the School of Nursing, with particular emphasis on nursing and health services research; and 2) to provide instruction in research methods to the graduate and undergraduate programs and provide supportive services to student researchers.

The School of Nursing provides introductory courses in research methods for undergraduate students and more advanced offerings for master's and doctoral students. The faculty of the Center for Nursing and Health Services Research, in addition to teaching, are available to assist faculty and graduate students with research design, sampling procedures, techniques of measurement, data collection and analysis, preparation of proposals and reports and grantsmanship. The center has a research reading room with a collection of 300 books primarily devoted to aspects of research methods, selected journals, an extensive file of 600 measurement instruments relevant to nursing research and a data analysis laboratory that houses a variety of microcomputers for faculty and student use. Computer service facilities on both the Baltimore and College Park campuses also are utilized extensively.

While center faculty are available for consultation in all aspects of nursing research, particular attention is given to health services research, which involves the organization, delivery, financing, and quality of health care services. This is an area in which the school and its affiliated organizations have ongoing research projects. By focusing on health services research, the center fosters collaboration on such research among faculty, center affiliates and students.

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 provides research consultation to clinical agencies, conducts research days, provides seminars and is host to regional research conferences as part of its faculty development community service program.

Nursing Media Center

Audiovisual Facilities: The School of Nursing's media center includes numerous facilities for student and faculty use. The audiovisual laboratory is where students may view media programs required for class work. The lab includes 60 study carrels which incorporate playback equipment for film, videotape, film-strip, slide/tape, and audiotape programs. The school's media holdings include over 300 programs in all formats for student use.

The media center also provides a television studio and sound studio with state of the art equipment for the in-house production of audiovisual programs.



Students often use these facilities to record role plays and other types of classroom interactions. Experienced audio-visual technicians are available to assist students with media productions and to consult with faculty on classroom applications of media, and on grant proposal, research and outside presentations.

The school also has a new darkroom for the production of 35 mm color slides and overhead transparencies. The media center also can produce computer-generated transparencies.

The school provides extensive portable audio-visual equipment capabilities for in-class use, including 15 overhead projectors, 10 $\frac{3}{4}$ inch VCRs, five $\frac{1}{2}$ inch VCRs and 10 slide/tape units.

Skills Practice: Undergraduate students may practice skills and procedures in Skills Laboratories adjoining the Nursing Media Center. Clinical equipment enables students to simulate direct care situations. A skills nurse is available to assist students.

Computer Resources: The UMAB campus offers numerous computer facilities for student use. The School of Nursing computer laboratory contains 12 IBM PCs for student use. The room is always staffed by a proctor to help students who are unfamiliar with equipment and software. Software packages include dBase III+, Sanna, Nutshell, PCWrite, PC-Calc and File Express, in addition to Nursestar and various CAI nursing programs. Students may also bring their own software packages and use them in the lab. Hours of operation are 8 a.m. to 7:45 p.m. Monday through Thursday; and 8 a.m.-4 p.m. on Friday.

Other IBM PCs for student use are located in various academic departments within the school. The School of Nursing employs a microcomputer specialist to help students and faculty with special computing problems or needs.

THE UNIVERSITY OF MARYLAND AT BALTIMORE

The School of Nursing is part of one of the country's first centers for professional education. Located on 33 acres in downtown Baltimore, the campus for the professions began in 1807 with the founding of the School of Medicine. The School of Nursing now shares the campus with the Dental School; the Schools of Medicine, Pharmacy, Law, Social Work and Community Planning; an interprofessional Graduate School; and the University of Maryland Medical System.

The medical system includes the 785-bed University of Maryland Hospital, Cancer Center and Shock Trauma Center on campus as well as the Montebello Rehabilitation Hospital and James Lawrence Kernan Hospital off campus. Together, these serve as primary training sites for many students in the professional schools as well as a comprehensive health care facility for the community and the state.

Opportunities abound for faculty and students to join with other human service professionals in interdisciplinary study, informal exchange of ideas and interprofessional clinical practice and research. The Baltimore campus is located in the midst of one of the greatest concentrations of health care institutions, research facilities, government agencies and professional associations in the nation — offering students a wide selection of clinical field experiences.

The Health Sciences Library

The Health Sciences Library of the University of Maryland at Baltimore serves the Dental School, the Schools of Medicine, Nursing, Pharmacy, Social Work and Community Planning, the University of Maryland Medical System, the Graduate School and other affiliated institutions. Currently the library has over 250,000 volumes and over 3,100 current journal titles and is ranked in size among the 15 largest health sciences libraries in the United States.



The library has one of the most advanced automated library systems in the country. Circulation services are completely automated as is the catalog that provides access to library holdings. The online catalog can be accessed via library terminals, on campus terminals linked through the campus computer center and personal terminals or microcomputers with dial up capabilities. The library also provides access to a wide range of automated databases of the journal literature through its computerized reference and bibliographic services (CRABS).

The library is open 8 a.m. to 10 p.m. Monday through Friday, 9 a.m. to 5 p.m. Saturday, and 12 noon to 8 p.m. Sunday. Special holiday and summer hours are posted. Borrowers must show a valid University of Maryland ID badge.

Computer Center

To make the benefits of information technology available to enrolled students on the UMAB campus, the Information Resources Management Division (IRMD) staffs and maintains Technology Assisted Learning (TAL) Centers in the School of Medicine and the Dental School. These provide access to microcomputers and offer support in their use.

In addition, the IRMD offers access to mainframe computers on both the UMAB and College Park campuses through the facilities of Academic Computing. The system has capabilities to use Basic, Fortran, Pascal and PL-1 languages; and to program statistical analysis packages SPSS, SAS and BMDP.

THE CITY

In addition to professional opportunities, the city of Baltimore, twelfth largest in the nation, offers a stimulating environment in which to live and study. Several blocks from the campus is the nationally acclaimed Inner Harbor area, where Harborplace, the National Aquarium, the Maryland Science Center and other facilities share an attractive waterfront with sailboats, hotels, restaurants and renovated townhouse. The new Baltimore Metro, the first leg of an anticipated city-wide subway system, connects the downtown area to the outskirts of the city.

As a cultural center, Baltimore boasts an excellent symphony orchestra, many fine museums, libraries and professional theater groups. For sports fans, Baltimore features Orioles baseball, Blast soccer and league-winning lacrosse. The nearby Chesapeake Bay offers unparalleled water sports and the seafood for which the region is famous.

ACADEMIC INFORMATION

REGISTRATION

Registration is conducted by the UMAB Division of Admissions and Registrations. Students receive instructions concerning dates and registration procedures. The initial registration at the School of Nursing must be done in person. Returning students may preregister for subsequent semesters through the School of Nursing Office of Admissions and Academic Progressions and pay their bills by mail. After classes begin, students who wish to terminate their registration must follow withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students who fail to register during official registration periods must utilize late registration dates published by the Division of Admissions and Registrations and pay a late fee of \$25 together with a \$10 fee for each program change. Students must obtain appropriate approvals to register late. Registration is completed with the payment of the required fees. Privileges of the university are available only after registration has been completed.

All students must receive health clearance from Campus Health Services in order to begin their respective programs and remain in clinical courses. This includes passing the physical examination at a satisfactory level. At any time during the program students may be required to return to Campus Health for further physical or psychological evaluation. Failure to comply with this policy may result in dismissal from the school.

The Office of Admissions and Academic Progressions determines the plan of study for undergraduate students. Faculty academic advisors guide graduate students in their plans of study.



Each matriculated graduate student in the School of Nursing must obtain official approval from an advisor 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 advisor. Registration at one University of Maryland campus permits a student to register for courses (space available) offered by another campus within the University of Maryland system. Graduate students are not permitted to enroll for courses on a pass/fail basis.

Students admitted to the Graduate School pay tuition and 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 the student registers for and completes at least one course during the semester for which entrance was authorized.

Graduate students are expected to participate in a program of graduate study every semester after entry into an MS or PhD program unless a student has received a leave of absence from the Vice Chancellor for Graduate Studies and Research. To maintain full-time status graduate students must register for 48 units each semester (full-time graduate assistants, 24 units). To maintain part-time status graduate students must register for at least one credit each semester. 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 advisors or taking comprehensive or final oral examinations — must register for the number of graduate credits which, in the judgment of

the faculty and advisor, accurately reflect the student's involvement in graduate study and use of university resources.

Exceptions to this policy may be granted by the Vice Chancellor for Graduate Studies and Research upon written request of the program director. Failure to register for one credit will result in students being dropped from the rolls of the Graduate School unless approval for a leave of absence has been received.

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.

Determination of In-State Status

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.

Students classified as in-state for admission, tuition and charge-differential purposes are responsible for notifying the Division of Admissions and Registrations, in writing, within 15 days of any change in their circumstances which might in any way affect their classification at UMAB.

The determination of in-state status for admission, tuition and charge-differential purposes is the responsibility of the Division of Admissions and Registrations. A student may request a re-evaluation of this status by filing a petition (available in the Baltimore Student Union, Room 326).

RECORDS

Disclosure of Student Information

In accordance with "The Family Education Rights and Privacy Act of 1974" (PL93-380), popularly referred to as the "Buckley Amendment," privacy of student records is assured. Specifically, the act provides for the student's access to educational records maintained by the school, challenge to content of the records and control of disclosure of the records. A full policy statement maybe found in the current *UMAB Student Handbook* issued to all incoming students.

Transcripts

All financial obligations to the university must be satisfied before a transcript of a student's record will be furnished any student or alumnus. There is a charge of \$3.00 for each transcript. Checks should be made payable to the University of Maryland. Transcripts may be obtained by writing:

Division of Admissions and
Registrations
University of Maryland at Baltimore
621 West Lombard 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.

UNDERGRADUATE ACADEMIC REGULATIONS

Degree Requirements for the 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 catalog 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 the published deadline date.
2. A minimum of 122 credits 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. An upper division major in nursing is required; courses appear elsewhere in the catalog.
4. A minimum grade point average of 2.0 is expected each semester of the junior and senior years, as well as a cumulative grade point average of 2.0 for graduation.
5. A grade of C or better is required in both the didactic and clinical portions of Nursing Concepts courses, NURS 314, 315, 326, 324, 325, 334 and 335 (except for NURS 326 which is graded Pass/Fail and requires a Pass grade). Also a C or better is required in NURS 311, 312, 313 and 333, 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, 325, 334 and 335 a C must be earned in the initial course before registering for the next one. If a D or F is received in these courses, 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 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
		<i>(but not acceptable in certain courses)</i>
F	Failure	—
I	Incomplete	—
P	Passing at C level or above	—
WD	Withdrawn 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 Division 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 courses titled Pathophysiological Concepts and Clinical Implications, Pharmacologic Agents and Clinical Applications, Introduction to Nursing Process and Client Assessment. 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 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, for which the time of completion is determined by the instructor. Any I grade may preclude normal progression in the program as determined by Undergraduate Program Committee policies.

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

Computation of the Cumulative Grade Point Average: The total grade points for all courses (including upper division coursework and courses accepted for admission) are added and calculated as above. Only the most recent attempt of a repeated course will be calculated into the grade point average.

Withdrawal Policy

A student may withdraw from the School of Nursing at any time. A WD will be recorded on the transcript. If the student withdraws after the beginning of the eighth week, a summary statement is placed in the student's record with a form noting whether the student was passing or failing. Students who withdraw from the school after the twelfth week of the semester who are failing will receive the grade they have earned on their transcript, not a WD.

Dropping a Course

Students are not permitted to drop courses. Exceptions to this rule may be made by the director of admissions and academic progressions when extenuating circumstances warrant it. Dropped courses are not recorded on the transcript.

Students who fail or drop a Nursing Concepts course and maintain enrollment in nonclinical nursing courses are eligible



to retake the concepts course the next time there is space available. The director of admissions and academic progressions determines which nonclinical courses a student can take while waiting to retake concepts courses.

Students repeating a concepts course as a result of a failure or drop may not take additional nonclinical courses at the time of the repeat without permission of the director of admissions and academic progressions.

Progression and Reinstatement

It is the student's responsibility to monitor his or her 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 from the director of admissions and registrations grade reports on coursework completed. 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 warning and the completion of degree requirements.

The Undergraduate Program Committee 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 warning or are academically dismissed. Students are notified in writing when they are removed from academic warning.

Academic Standing 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 defined as academic performance that is temporarily below the expected level of achievement in a professional nursing course(s). However, such students are making progress toward the degree. Such students are normally placed on academic warning and may be subject to academic dismissal.

Academic warning is written notice to a student in poor academic standing from the Undergraduate Program Committee, the director of admissions and academic progressions or the associate dean for the undergraduate program. In the written notification of academic warning and unsatisfactory academic achievement, the student will be informed of the length of the warning and any specific conditions that must be satisfied to be removed from warning. Specific conditions warranting academic warning include:

1. A D or F in a nursing course
2. A cumulative grade point average of 1.960 to 1.999
3. A grade point average of less than 2.0 for any given semester
4. Academic dishonesty
5. An academic record reflecting other unsatisfactory progress in meeting degree requirements

Academic dismissal is dismissal from the undergraduate program by the Undergraduate Program Committee, 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 courses or academic warnings as specified below:

1. Two D or F grades earned in Nursing Concepts courses
2. A cumulative grade point average of 1.959 or lower
3. Being placed on academic warning more than twice
4. Academic dishonesty
5. An academic record reflecting other unsatisfactory progress in meeting degree requirements
6. Failure to complete the required junior year courses satisfactorily in two academic years of continuous enrollment

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.

Appeal of Dismissal

Students academically dismissed from the undergraduate program may appeal their dismissal through the normal lines of communication. These lines are:

1. Director of admissions and academic progressions.
2. Associate dean for undergraduate studies
3. Dean of the School of Nursing

The request for reconsideration must be received in writing within two weeks from the date of the previous decision.

Withdrawal from the school means a student 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 Division 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, Division of Admissions and Registrations.

Reinstatement is granted through the Undergraduate Program Committee to students who were academically dismissed, or who withdrew in poor academic standing. Students who withdrew in good academic standing can apply for reinstatement through the director of admissions and academic progressions. All written reinstatement requests are made to the director of admissions and academic progressions. In the student's written request, the following should be addressed:

1. The reasons the student left the program and why the student was not successful in the program (if applicable).
2. What the student has been doing since leaving the program. Reference (if applicable) from current employer must be submitted.
3. Why the student wants to return to the program now and why the student feels able to successfully complete the program if reinstated. Letters of recommendation from former faculty may also be submitted.

Although such requests are considered individually, these guidelines are followed:

1. General admission policies of the university and the school prevail (e.g., space available, university rules and regulations).
2. Students may be reinstated only once.
3. A current physical examination by the Campus Health Services is required, indicating that the student's health status is acceptable.
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 mathematics.
6. The student's potential for successful completion of the program is evaluated.
7. Appropriate malpractice insurance is required at the time of reinstatement.

Deadlines for requesting reinstatement are: first Monday of November for spring semester, first Monday of April for summer and fall semesters.

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

Plagiarism, Cheating and Other Academic Irregularities

In cases involving charges of academic irregularities or dishonesty in an examination, classwork 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 or her knowledge. Examples of academic irregularities or dishonesty include acts such as plagiarism, 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, he or she shall determine the appropriate disciplinary action. A student who is dissatisfied with the decision 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 academic warning, receiving a failing grade for the course, suspension, expulsion.

GRADUATE ACADEMIC REGULATIONS

Degree Requirements

Requirements for graduation from the master's degree program include: achieving a cumulative grade point average of B or 3.0, successful completion of the planned program within a five-year period, successful completion of the comprehensive examination 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; and completion of a minimum of two consecutive semesters of full-time study.

The student must maintain continuous registration and 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 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.

A student who does not graduate at the end of the semester in which he or she applies for the diploma must reapply for it in the semester in which he or she expects to graduate.

Plan of Study

Upon admission to the graduate program each student is assigned an academic advisor. The advisor assignments are subject to change as additional interests of the student are determined or upon request of the advisor or advisee. The advisor is available for academic counseling and guides the student to develop a plan of study, determine research interests and select a thesis/dissertation chairman or readers for the seminar paper (for master's students).

All graduate students must complete a Plan of Study form, which outlines the student's expected progression through the degree requirements. One copy of this Plan of Study must be filed with the Graduate School by the beginning of the second semester of study for master's 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 filing 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 advisor and by the Graduate School. Faculty in each program 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.

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 Graduate School catalog, 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 cumulative 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 coursework 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, is used in the grade point average calculation. Courses in the

degree program which are completed with a D or F must be repeated. Grades earned for thesis or dissertation research and grades earned from courses which are transferred 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 coursework may be applied toward the master's degree as transfer credits from another school or from the coursework 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 advisor 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.

Credit by Examination

Graduate students may receive credit by examination only for courses for which they are otherwise eligible to receive graduate degree credit. In the master's program a maximum of six (nine in Primary Care) credits is possible through credit by examination. A graduate student seeking to utilize this option must obtain the consent of the advisor 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 received for a course accepted through credit by examination is 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.

Temporary and Final Grades

A temporary grade of "Incomplete" may be given, on occasion, to graduate students unable to complete all the requirements of a course in the semester in which it is taken. An "Incomplete" grade must be changed to a final letter grade (A, B, C, D, F) within one full academic year of the time at which the course ended. Failure to report a final letter grade within this one year time period will automatically result in the student being awarded a grade of F.

In calculating the GPA, I=0; therefore, a grade of I constitutes a penalty until the I grade is removed. A course with an incomplete grade should not be repeated. Students with provisional admission or on academic probation may not register for additional coursework until the I grade is removed. These policies do not apply to 799 or 899 research grades, which should be removed when the applicable research has been certified by the appropriate oral examination committee.

A temporary grade of "No Mark" may be given, on occasion, when faculty members are unable to complete the grading process within the semester in which the course is given even though the student has completed all requirements. A grade of NM must be changed to a letter grade (A, B, C, D, F) by the beginning of the next semester after the course was given.

Academic Progress — Unsatisfactory Achievement

At the end of each semester, the record of every student is reviewed by the Master's Program or Doctoral Program Committee. 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 2.75 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 (MS and PhD students) by the end of the third semester and thereafter. Failure to achieve and maintain the 3.0 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), additional coursework 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 occur.

- Failure to maintain a cumulative GPA of 3.0 (as specified above)
- Failure on preliminary examination at second attempt
- Failure on comprehensive examination at second attempt
- Failure to be admitted to candidacy within five years of admission into the program
- Failure to complete degree requirements within four years following admission to candidacy
- Failure to demonstrate a satisfactory level of research performance as determined by the research advisor and Dissertation Advisory Committee
- 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 a 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 advisor 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 advisor, department chairperson and/or the administrative officers of the School of Nursing and the staff of the Vice Chancellor for Graduate Studies and Research.

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.

SCHOLASTIC HONORS FOR GRADUATES

Honor Societies

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 graduating senior students in the generic and registered nurse programs and the graduate programs as well as from the nursing community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

A scholarship is offered by Pi chapter to a nursing student each year. Eligibility requirements are similar to those established for membership. Applications may be obtained from the counselor of Pi chapter.

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, registered nurse and graduate programs in nursing.

Special Awards for Baccalaureate Graduates

The Edwin and L.M. Zimmerman Award
The Frances Arnold Memorial Award
The Award for Excellence in Neurological Nursing
The Award for Excellence in Nursing Care of Children
The Award for Excellence in Nursing Care of Adults
The Clinical Leadership Award
The Creative-Health Teaching Award
The Award for Excellence in Community Health Nursing
The Award for Excellence in Psychiatric and Mental Health Nursing
The Flora Hoffman Tarum Memorial Award
The Elizabeth Collins Lee Award
The Nurses Alumni Association Award
The Nurses Alumni Association Award for Leadership in a Campus Organization
The RN Faculty Award
The RN Award for Creativity
The RN Award for Community Projects
The RN Student Government Leadership Award
The RN Award for Clinical Excellence
The RN Award for Scholarly Achievement

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.

STUDENT SERVICES

OFFICE OF STUDENT SERVICES

The Office of Student Services is responsible for providing activities and services which assist students with personal and academic adjustment to the School of Nursing. Among the activities coordinated by the office are student orientation, Parents Day, Student Government Association, a peer tutorial program, a writing class, test taking and study skills classes and Honors Convocation. Additionally, a counselor is available to assist students who request counseling for personal difficulties.

STUDENT ORGANIZATIONS

Several student organizations are active in the School of Nursing. Those organizations which function at the undergraduate level are as follows: Student Government Association, Black Student Nurse Association, Junior Class, Senior Class, pledge yearbook, and Maryland Student Nurse Association. Graduate students are represented by the Graduates in Nursing Association, which is affiliated with the UMAB Graduate Student Association.

HEALTH SERVICES TO NURSING STUDENTS

Hospital insurance is required of all full-time nursing students (nine or more semester hours) through either a university plan (Blue Cross) or self-procured equivalent coverage (\$1,000,000 maximum). Students with equivalent policies must provide proof of such coverage at registration (with policy and card) and complete an insurance waiver form for approval.

All immunizations required by affiliates are provided by Campus Health Services, and the school provides medical care for its students through the Campus Health Services, located on the first floor of Howard Hall, 660 West Redwood Street



(Suite 145). Emergency service is available, at night and on weekends, by calling 328-5140 and talking directly to the physician on call. Emergency room care will be covered if the student is referred by the physician on call. Campus Health Services is managed by family physicians with the support of nurse practitioners, and is open from 7:30 a.m. to 5:00 p.m. Monday through Friday.

A required student health fee makes these services available and covers the physical examination required of all nursing students. Hospital care is fully covered by the campus Blue Cross/Blue Shield policy, and for a minor fee (\$9) all lab deductibles are also covered.

HOUSING

The University of Maryland at Baltimore offers both apartment and dormitory-style accommodations for students who are single. Dormitory style living is available in the Baltimore Student Union. Fully furnished efficiency and one- and two-bedroom apartments are available in the uniquely restored Pascault Row townhouses. For information concerning housing, contact the Division of Residence Life, University of Maryland at Baltimore, 621 West Lombard Street, Baltimore, Maryland 21201.

ATHLETIC FACILITIES

The Athletic Center at UMAB is located on the tenth floor of the Pratt Street Garage. It is equipped with two squash courts, two racquetball/handball courts and two basketball courts, which are also used for volleyball, and a weight room with 15-station universal gyms. Both men's and women's locker rooms are equipped with saunas. UMAB students with a current and valid ID are admitted free.

Men's basketball, co-ed intramural basketball and volleyball teams compete throughout the fall and spring semesters. The sports facility also sponsors squash and racquetball tournaments and non-credit mini-courses. UMAB students may use the athletic facilities at the University of Maryland Baltimore County, and may purchase Maryland Terrapins tickets at reduced rates.

FINANCIAL INFORMATION

UNDERGRADUATE FEES AND EXPENSES, 1987-88

Baltimore Campus, Upper Division
(Junior-Senior)

	Per Semester	Per Year
Matriculation fee (new students only)	\$20.00 (fall only)	\$20.00
Tuition*		
In-state (full-time)	704.00	1,408.00
Out-of-state (full-time)	2,257.00	4,514.00
Part-time (8 credits or less)	82.00 per credit	
Supporting facilities fee		
(full-time)	65.00	130.00
(part-time)	22.00	44.00
Instructional resources fee		
(full-time)	28.00	56.00
Student health fee		
(full-time)	28.00	56.00
(part-time)	15.00	30.00
Health insurance		
(one person)	203.73	407.46
(two persons)	427.93	855.86
(family)	533.27	1,066.54
Malpractice insurance	Not yet determined	
Student activities fee	7.50	15.00
Student government fee		
(full-time)	5.00	10.00
(part-time)	2.50	5.00
Dormitory fee, double occupancy	929.50	1,859.00
Apartment fee	200-241/month plus utilities	
Diploma fee (seniors)	30.00	
Late registration fee	25.00	
Change fee	10.00	

*A \$50 nonrefundable deposit is required at the time of the student's acceptance for admission. This amount is applied to the fall tuition.

Registered nurse students should check the University of Maryland Baltimore County catalog for fee information.



Explanation of Fees

Tuition helps defray the cost of operating the university's programs.

Supporting facilities fee is used to support the auxiliary facilities and service provided for the convenience of all students.

Instructional resources fee represents a charge for instructional materials and/or laboratory supplies furnished for and to students.

Student health fee is charged to help defray the cost of providing Campus Health Services. This service includes routine examinations and emergency care. Blue Cross or other acceptable medical insurance is also required.

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.

Malpractice insurance is required of all undergraduate nursing students.

Student activities and student government fees are used at the discretion of the various student government associations to provide financial support for recreational, social and professional activities.

Diploma fee helps defray costs involved with graduation and commencement.

A **late registration fee** will be charged those who do not complete registration during the prescribed days. All students are expected to complete registration, including the filing of class cards and payment of bills, on the regularly scheduled registration days. Students receive registration instructions from the office of the registrar.

Additional expenses include the purchase of uniforms (approximate cost \$130) and the required purchase of a stethoscope at approximately \$30. 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 charges as may be necessary.

GRADUATE FEES AND EXPENSES, 1987-88

Matriculation fee (new students)	\$20.00
Tuition, per credit	
In-state	99.00
Out-of-state	176.00
Supporting facilities fee, per semester	
Full-time	65.00
Part-time	22.00
Student health fee, per semester	
Full-time	28.00
Part-time	15.00
Health insurance (Blue Cross), per semester	
One person	203.73
Two persons	427.93
Family	533.27
Malpractice insurance	Not yet determined
Student activities fee, per semester	10.00
Graduation fee	30.00
Continuous registration fee (doctoral candidates)	30.00
Late registration fee	25.00
Change fee	10.00

FINANCIAL AID

Student financial aid programs for graduate students and generic undergraduate students are centrally administered by the Student Financial Aid Office, located in the Baltimore Student Union. Financial aid for students in the baccalaureate degree program for registered nurses is administered by the Student Financial Aid Office at UMBC. The UMBC catalog provides program information.

The purpose of the program is to help students who otherwise would be financially unable to attend the university. To qualify for aid, students must apply annually and meet certain eligibility requirements.

Aid packages often include a combination of loans, grants, scholarships and work-study designed to meet 100% of a student's need. Usually, 30% to 50% of the need can be met with grant assistance; the balance is met with loan or work-study funds. Out-of-state residents may find a lower percentage of their need met, since many of the programs are restricted to residents of Maryland. Priority date for submitting applications for the following year is February 15.

For more information, write:

Division of Student Financial Aid
University of Maryland at Baltimore
621 West Lombard Street
Baltimore, Maryland 21201

OTHER AID SOURCES FOR BACCALAUREATE STUDENTS

Private organizations and donations have established various scholarship and loan accounts. Certain hospitals have special plans for financial aid if the student agrees to work for the agency upon graduation. Students are routinely notified of their availability.

Reserve Officer Training Corps (ROTC) two-year nursing scholarships are awarded to applicants accepted into the ROTC program and the upper division nursing program. Students must enroll in the ROTC course concurrently with the nursing program. The scholarship includes tuition, fees and a stipend.

Additional Aid Sources for Graduate Students

Graduate Assistantships: The School of Nursing provides a limited number of graduate research and teaching assistantships to doctoral students on a competitive basis. These assistantships provide remission of tuition (10 credits per semester) and fees in addition to a modest stipend.

The graduate assistant is generally expected to make a work commitment of approximately 20 hours per week. Assigned duties are consistent with the aims and objectives of the teaching and research missions of the university. In addition to the above, some research assistantships are 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.

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 and Human Services provide tuition and fees (and a monthly stipend if money is available).

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.

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.

UNDERGRADUATE PROGRAM

OVERVIEW

The University of Maryland School of Nursing offers one undergraduate program which leads to the degree Bachelor of Science in Nursing (BSN). Two types of students are admitted to the upper division program: registered nurses and generic students.

The program in professional nursing, leading to the degree 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 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 City 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 is provided to establish credit for certain foundational and nursing courses. The program for registered nurses is offered at the University of Maryland Baltimore County campus. RN students receive their degrees from UMBC.



Objectives of the Undergraduate Program

The baccalaureate graduate of the University of Maryland School of Nursing is committed to the total well-being 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 functioning.

The baccalaureate program provides a learning environment which fosters purposeful self-direction and implementation of nursing care based on a deep grasp of nursing knowledge and skill, analytical thinking and discriminative judgment. As a result of the educative process, 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 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 nursing practice through the evaluation and application of selected research.

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 lower division course requirements listed below at an accredited college or university.

Each of the other campuses of the University of Maryland and all of the Maryland community colleges have designed special articulation programs which facilitate a student's admission to the School of Nursing. In addition, Frostburg State College, Morgan State University and Villa Julie College have articulation programs with the School of Nursing. A list of the course numbers and titles of the lower division courses offered at the particular institution that meet the lower division requirements is available at the counseling center of the college.

COURSE REQUIREMENTS	CREDITS
English composition (C or better grade)	6
Chemistry, with laboratory (inorganic & organic content, C or better grade)	6
Human anatomy and physiology, with laboratory (C or better grade)	8
Microbiology, with laboratory (C or better grade)	4
Social sciences (includes sociology, psychology, anthropology, political science, economics, geography) — one course must be in sociology and one must be in psychology	9
Human growth and development (sophomore level)	3
Humanities — (from at least three of the following areas: literature, language, fine arts, history, philosophy, mathematics, public speaking) — three credits of college level mathematics must be taken	12
Nutrition (sophomore level)	3
Electives	6
Minimum Total	59



The following policies govern the transfer of lower division college credits to the School of Nursing:

1. Human anatomy and physiology, chemistry and microbiology must be courses for 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 nonmajors.
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.
4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy. Applicants should contact the Office of Admissions and Academic Progressions for the course numbers of approved nutrition courses at Maryland institutions.
5. Humanities credit will be given for one studio course in the fine arts (e.g., a class in piano or painting) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).

6. Ds are not transferable for English composition, chemistry, 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 nonscience credits only. Up to 6 credits of Pass may be transferred.
8. A sophomore-level human growth and development course covering content throughout the various stages of the lifespan is required. Applicants should contact the Office of Admissions and Academic Progressions for the course numbers of approved human growth and development courses at Maryland institutions.
9. A college-level mathematics course is required. The course should be one with a prerequisite of some college preparatory mathematics in high school.
10. Remedial and/or repetitive courses are not applicable for credit.
11. Nursing courses are not transferable (these are taught in the junior/senior years).
12. Natural science courses taken 10 or more years prior to a student's matriculation date will generally not be accepted for generic students.
13. Only students with an overall grade point average of 2.0 or better will be considered for admission.
14. Only 59 applicable credits are necessary for matriculation to the School of Nursing. A maximum of 62 will be applied toward the 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

Department 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 (CLEP) 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 Division of Admissions and Registrations, Room 326, Baltimore Student Union, 621 West Lombard Street, Baltimore, Maryland 21201 for evaluation of the score's 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 admis-

sion. 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	6					
Chemistry, with laboratory (including inorganic and organic content)	8					
Human anatomy and physiology, with laboratory	8					
Microbiology, with laboratory	4					
Social sciences (9 cr.) — includes sociology, psychology, anthropology, political science, economics, geography						
One course must be in sociology and one must be in psychology						
_____	3					
_____	3					
_____	3					
Human growth and development (sophomore level)	3					
Humanities (12 cr.) — need 3 credits of college-level mathematics and courses from at least 3 of the following areas: literature, language, fine arts, history, philosophy, mathematics, public speaking.						
_____	3					
_____	3					
_____	3					
_____	3					
Nutrition (sophomore level)	3					
Academic electives	6					

Matriculation GPA						
Minimum total	59					

ADMISSION TO THE UPPER DIVISION

General Information

Applications may be obtained between the middle of September and January 31 for the next admission class from:

Division of Admissions and Registrations
University of Maryland at Baltimore
621 West Lombard Street
Baltimore, Maryland 21201
Phone: 328-7480

Application deadline is February 1. All supporting documents must be received by March 1.

Required application materials must be submitted before a final decision can be made on an application:

1. Transcripts of all college-level work taken to date, including summer sessions.
2. Courses in Progress form, including all coursework which the applicant is currently taking, as well as all courses which will be taken during upcoming semesters to meet the lower division requirements.
3. Course descriptions, if applicants have taken any of the required natural science, nutrition or human growth and development courses out-of-state.
4. A personal interview may also be required.
5. Generic and RN applicants previously enrolled in a nursing program from which they did not graduate may be required to submit the following additional information before a final decision can be made on their application:
 - a. A written statement from the school of nursing indicating the student's current status in that nursing program.
 - b. A written statement from the applicant explaining any unsatisfactory performance in the previous nursing program.

Pre-admission counseling sessions are offered by the staff of Admissions and Academic Progressions for students interested in admission to the school. The individual or small group counseling sessions include an explanation of the admission process and each attendee's academic credentials are evaluated. For an appointment on the UMAB campus, phone (301) 328-6282; for an appointment on the UMBC campus phone (301) 455-3450.

For updated admissions information, students planning to apply to the School of Nursing for fall 1989 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 1988.

Cardiopulmonary resuscitation (CPR) certification is required of all generic and RN students prior to their enrollment in the School of Nursing. The certificate must be valid for the time period which covers August of the year of their initial enrollment through June of the following year. Since students will need to maintain a valid CPR certificate during the entire enrollment in the School of Nursing, they will need to be recertified at the appropriate time. The Office of Admissions and Academic Progressions will maintain the record of student certification.

Applicants who attended foreign institutions will need to validate which of the credits taken at a foreign institution(s) will be accepted as fulfilling the School of Nursing's required lower division courses. The students must (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 Division of Admissions and Registrations, University of Maryland at Baltimore, 621 W. Lombard Street, Baltimore, Maryland 21201. Since it takes approximately six 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. 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.

Undergraduate admission credentials and application data are retained for three years.

Admissions Information for Generic Applicants

Normal educational sequencing leading to a BSN for the generic applicant entails graduation from high school; completion of 59 lower division, preprofessional course credits at an accredited college or university; and completion of 63 upper division, professional course credits. (State Board Examinations to become a registered nurse are taken following the awarding of the baccalaureate degree.)

The School of Nursing matriculates generic students into upper division coursework 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:

1. Overall grade point average.
2. Completion by February 1 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.
3. Written plan for completion of all required 59 lower division credits by matriculation date.

Early Review: Students whose application, required transcripts and course descriptions, if applicable, are received by the University of Maryland at Baltimore by December 15 will be considered for early review.

Early review decisions will be announced as soon as they are made. Only applicants who meet the criteria for early review will receive their admissions decision at that time. Students who do not meet the criteria for early review will automatically be considered for regular review. Decisions made by regular review will be announced in March and April. In addition, those applicants who do not meet the academic criteria for the program will be notified once their application has been reviewed.

The following are the criteria for early review:

1. A minimum of approximately a 3.0 average in the preprofessional course requirements attempted at the time of record review. (All attempts of repeated courses are used to calculate the grade point average.)
2. Evidence of satisfactory completion of 8 of the required 20 credits in the natural sciences at the time of record review.
3. No D or F grades recorded for any college-level work.

Regular Review: The application and transcripts for all college level coursework completed through the fall semester must be received by the School of Nursing's Admissions Office to be considered for regular review. The deadline for receiving all required transcripts and course descriptions is March 1. Applications still incomplete after March 1 will be processed only if spaces remain to be filled in the entering class.

A grade point average will be calculated for the preprofessional course requirements attempted at the time of record review. All attempts of repeated courses are used to calculate the grade point average for students previously



enrolled in a nursing program; nursing course grades will also be included in the grade point average calculation.

The academic credentials of the applicant pool being considered for regular review in a given year will help determine the exact criteria for regular review.

Individual Admissions: Students who do not meet the admission criteria for early or regular review may still be eligible for admission. They may include, but are not limited to, the educationally disadvantaged and the mature adult. Applicants who wish to be considered for individual admission must submit a written request to the Office of Admissions of the School of Nursing after they have filed their application.

Applicants who wish to be considered for individual admission are required to submit supportive information, such as letters of recommendation and personal statements, with their application explaining why their application deserves special consideration and why their record does not meet the criteria. Written requests for individual admission and any supporting documentation must be received no later than March 1.

Individual admissions shall be limited to 15 percent of the entering class of the School of Nursing. Individual admissions applicants and regular review applicants are reviewed at the same time.

Although not a requirement for generic applicants, scores from the Allied Health Professions Admissions Test may be submitted by individual admissions applicants. These students may take the AHPAT in November or January to improve their admission status. In the event an applicant's grade point average is not competitive, the AHPAT scores, if submitted, can be used as an additional admissions criterion on. (AHPAT scores are valid for five admissions years.) Applications for the AHPAT may be obtained from:

AHPAT — The Psychological Corporation
7500 Old Oak Boulevard
Middleburgh Heights, Ohio 44130

Admissions Information for Registered Nurse Applicants

Normal educational sequencing leading to a BSN for the registered nurse entails graduation from an associate degree nursing program or diploma nursing program; state licensure (failure to become licensed after a student has matriculated will result in the student being immediately withdrawn from the program); completion of 59 lower division, preprofessional course credits at an accredited college or university; selection and completion of the advanced placement, direct transfer or transition nursing course option to satisfy remaining professional nursing course credits; completion of 33 upper division, professional course credits.

The School of Nursing matriculates approximately 120 registered nurses into upper division coursework 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.

The School of Nursing uses the process of rolling admissions in reviewing applications from registered nurses. "Rolling admissions" means that the earlier one applies and submits all required information, the earlier one will hear about being accepted to the school. Admission is competitive and the basic criteria for determining admissions are:

1. Overall grade point average.
2. Completion by February 1 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.

3. Written plans for completion of all required 59 lower division credits by matriculation date.

4. Successful completion of direct transfer, advance placement or transition nursing course option.

Registered nurses who have graduated from a diploma or associate degree nursing program may meet the remaining School of Nursing requirements by successful completion of one of the following three options:

Option 1 - Advanced Placement: This option is open to all RNs who elect to take general education credit and advanced placement exams in nursing. Registered nurses may complete two years of prerequisite general education courses at any regionally accredited community college, college or university. In addition, registered nurses earn 30 credits in nursing by successfully completing four ACT/PEP exams and two faculty-prepared exams to enter as seniors at the University of Maryland School of Nursing.

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 examinations are as follows:



	CREDITS	MINIMUM GRADE OR SCORE
NURS 311 and 312 Pathophysiological Concepts and Clinical Implications and Pharmacologic Agents and Clinical Applications	6	C
Satisfactory performance on a mathematics mastery examination		
NURS 426 Professional Strategies	3	33
NURS 457 Maternal and Child Health Nursing	Total of 21 for these examinations	45
NURS 554 Adult Nursing		45
NURS 503 Psychiatric Mental Health Nursing		45

NURS 311 and 312 are prepared by University of Maryland faculty members. 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:

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

An applicant who fails NURS 311, 312 or 426 must take these courses after matriculating in the program. Decisions as to when these courses are to be taken are the responsibility of the director, Office of Admissions and Academic Progressions. Students have two attempts to pass NURS 311, 312, 426, 457, 554 and 503 successfully. Students who fail NURS 457, 554 and 503 tests on the second attempt are ineligible to enter the program.

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

Option 2 - Direct Transfer: This option is open to registered nurses who graduate from a state-approved Maryland diploma or associate degree program after September, 1979. Registered nurses can directly transfer credits toward the prerequisite requirements for the baccalaureate degree in nursing and do not have to take advanced placement examinations in nursing. Graduates of approved programs earn 30 credits in nursing from their prior program. General education credits taken as part of a state-approved program transfer on a course by course basis.

Option 3 - Transition Nursing Courses: This option is open to registered nurses licensed in Maryland who graduated from an associate degree or diploma program prior to September, 1979, or who are out-of-state graduates. By taking a series of three noncredit courses, registered nurses can earn 60 college credits (30 in nursing and 30 in general education) toward the requirements for the baccalaureate degree in nursing.

Registered nurses are urged to seek advisement from the Office of Admissions and Academic Progressions to assist them in selecting an option.

THE UPPER DIVISION CURRICULUM FOR GENERIC STUDENTS

The junior and senior years of the nursing curriculum are offered at the University of Maryland's Baltimore campus. The curriculum is based on an integrated model whereby students are taught by faculty who have specialized knowledge and skill in the area of maternal-child, psychiatric-mental health, medical-surgical, community health and primary care nursing.

A faculty-student ratio of approximately 1:10 creates a learning situation in which 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.

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

<i>JUNIOR YEAR</i>	<i>CREDITS</i>
<i>Fall Semester</i>	
NURS 314	9
Concepts of Nursing I	
NURS 311	3
Pathophysiological Concepts and Clinical Implications	
NURS 313	3
Introduction to Nursing Process	
	15
<i>Spring Semester</i>	
NURS 315	9
Concepts of Nursing II	
NURS 312	3
Pharmacologic Agents and Clinical Applications	
NURS 323	3
Stressors through the Lifespan	
	15
<i>Summer Session</i>	
NURS 326	3
Clinical Nursing Elective	

<i>SENIOR YEAR</i>	<i>CREDITS</i>
<i>Fall Semester</i>	
NURS 324 or 325	9
Concepts of Nursing IIIA or B	
NURS 321	3
Leadership and Management in Health Care Settings	
NURS 322	3
Nursing in Society (taken with NURS 324)	
NURS 410	3
Research and Statistics (taken with NURS 325)	
	15
<i>Spring Semester</i>	
NURS 324 or 325	9
Concepts of Nursing IIIA or B	
NURS 418	3
Special Topics — Electives in Health Related Courses	
NURS 322	3
Nursing in Society (taken with NURS 324)	
NURS 410	3
Research and Statistics (taken with NURS 325)	
	15

Part-Time Study

Part-time study is available to generic students who wish to complete the program on a part-time basis over three and one-half years. This program is designed for students whose outside responsibilities make full-time study difficult.

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

<i>YEAR 1</i>	<i>CREDITS</i>
<i>Fall Semester</i>	
NURS 311 Pathophysiological Concepts and Clinical Implications	3
NURS 418 Special Topics	3
	6
<i>Spring Semester</i>	
NURS 312 Pharmacological Agents and Clinical Applications	3
NURS 323 Stressors through the Lifespan	3
	6
<i>Summer Session</i>	
NURS 313 Introduction to Nursing Process	3
	3
<i>YEAR 2</i>	
<i>Fall Semester</i>	
NURS 314 Concepts I	9
<i>Spring Semester</i>	
NURS 315 Concepts II	9
<i>Summer Session</i>	
NURS 326 Clinical Elective	3

YEAR 3

<i>Fall Semester</i>	
NURS 321 Leadership and Management in Health Care Settings	3
NURS 322* Nursing in Society	3
NURS 410** Research and Statistics	3
	3-9
<i>Spring Semester</i>	
NURS 324 Concepts 3A or NURS 325 Concepts 3B	9
NURS 322* NURS 410**	3
	3
	9-15

YEAR 4

<i>Fall Semester</i>	
NURS 324 Concepts 3A or NURS 325 Concepts 3B	9
NURS 410**	3
	9-12

*NURS 322 may be taken at either time.

**NURS 410 must be taken prior to or concurrent with NURS 325.

THE UPPER DIVISION CURRICULUM FOR REGISTERED NURSE STUDENTS

The curriculum 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 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 health care agencies. All clinical coursework is under the supervision of faculty of the School of

Nursing. Students are assigned to various agencies to accomplish the course objectives as determined by faculty.

A typical plan of full-time study appears below for RN students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of advanced placement examinations, transition courses or direct transfer of credits from a regionally accredited college or university.

<i>Fall Semester</i>	<i>Credits</i>
NURS 334 Concepts of Nursing IVA	9
NURS 333 Client Assessment	3
NURS 321 Leadership and Management in Health Care Settings	3
	15
<i>Winter Session (January)</i>	
NURS 326 Clinical Nursing Elective or NURS 348 Seminar, Workshop	3
<i>Spring Semester</i>	
NURS 335 Concepts of Nursing IVB	9
NURS 418 Health Elective	3
NURS 410 Research and Statistics	3
	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 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

Concepts of Nursing Courses

The major nursing courses, 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 RN students to earn credit for the junior year courses. Faculty-student ratios for concepts 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. Clinical practice is under the supervision of faculty of the School of Nursing. Students are assigned to different types of agencies for the purpose of accomplishing the course objectives as determined by the faculty.

Honors Program

The University of Maryland Eastern Shore, in cooperation with the professional schools of the University of Maryland at Baltimore, has instituted an honors program for students of great promise and ability who can meet rigorous academic standards. The program includes specific preprofessional tracks in medicine, dentistry, law, pharmacy, nursing and social work and community planning.

The program of study consists primarily of honors sections in biology, chemistry, English, mathematics and social sciences. It also emphasizes independent study courses and honors seminars through which students explore in depth various academic disciplines.

For additional information, write to the Chairman of the Honors Program Committee, University of Maryland Eastern Shore, Princess Anne, Maryland 21853.



Outreach Students

Courses from the RN to BSN curriculum have been offered at selected outreach sites since 1975. The full program of 33 senior year credits has been spread over a two year period of part-time study in Western Maryland locations such as Cumberland, from which travel to the Baltimore campus is especially difficult. New students can enter the program the first or fourth semester of each two year cycle. This model is generally used in areas located two or three hours driving time from the university. Sufficient student enrollment to support the program is required.

Other models of delivery recently developed include cooperative agreements to serve graduates of specific associate degree or diploma programs, and nurses in the surrounding areas. The proportion of the RN to BSN program taken to the cooperating institution depends on factors such as distance, numbers of eligible students and funding arrangements. Currently, courses are offered at Montgomery College, Takoma Park, Harford Community College and Memorial Hospital at Easton.

New sites and delivery models are being developed. The master's outreach program is considered whenever the eligible student pool of BSN nurses is large enough to support the diverse

graduate offerings. Requirements for admission are identical to those on campus. Inquiries should be addressed to the Director of the Outreach Programs, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.

EMPLOYMENT OPPORTUNITIES

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 may choose a career in civil service, the military or the Veterans Administration. A survey of 1984 graduates showed that salaries for generic graduates ranged from \$19,700 to \$21,600, depending on hospital size. The RN who earns a baccalaureate degree 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 the 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.

UNDERGRADUATE COURSES

NURS 311 Pathophysiological Concepts and Clinical Implications (3). Fall semester, junior year. Focuses on pathophysiological disruptions to system functioning. The alterations within the system are discussed as well as the impact of these alterations on the individual. The student will apply previously acquired knowledge in human anatomy and physiology as well as other basic sciences. This course contributes to the scientific basis for utilization of the nursing process.

NURS 312 Pharmacologic Agents and Clinical Applications (3). Spring semester, junior year. Prerequisite: NURS 311. The use of therapeutic drugs in the health care setting and their effects upon normal and abnormal physiology. Pharmacologic agents are discussed in relation to their effects on body systems, mechanism of action and excretion, therapeutic usage and nursing implications. The course builds upon the student's understanding of physiological and pathophysiological processes gained in NURS 311 and other courses.

NURS 313 Introduction to the Nursing Process (3). Fall semester, junior year. Introduces the student to the components of the nursing process — assessment, planning, implementation and evaluation — as a basis for nursing practice. Basic assessment, interpersonal, psychomotor and medication administration skills will be the focus of the course. Students will have an opportunity to learn and practice basic nursing skills in laboratory and clinical settings.

NURS 314 Concepts of Nursing I (9). Fall semester, junior year. Must be accompanied by NURS 313 unless credit for NURS 313 previously has been established. The focus is on man as a behavioral system, the health-illness continuum and the role of the professional nurse in helping clients of all ages to maintain and/or promote optimal health. Students are introduced to the conceptual framework and the four major concepts which pro-



vide the organizing schema for the Concepts of Nursing courses: stress and adaptation, systems functioning, the nursing process and the role of the nurse. The assessment component of the nursing process constitutes a major focus of this course. However, all aspects of the nursing process are included. An integral part of this course is the development of a helping relationship with clients of all ages experiencing common problems involving a mild stress level. Resources and support systems within the family and community are included. Use of communication skills, health teaching and other nursing interventions will serve as a basis for future knowledge.

NURS 315 Concepts of Nursing II (9). Spring semester, junior year. Prerequisites: NURS 311, NURS 313, NURS 314. The focus is on the nursing care of clients experiencing stress states characterized by moderate intensity and relative stability. All aspects of the nursing process are included. The mutual interaction between the client and family is explored as well as resources within the health team and community. Students will work with adults and children to assist them in regaining and/or promoting optimal health, and with families in the perinatal period.

NURS 321 Leadership and Management in Health Care Settings (3). Fall semester, senior year. Prerequisite: NURS 315 or admission to RN level. The role of the professional nurse as a leader and manager. Organizational and interpersonal factors and theories that affect nursing practice are examined. Emphasis is placed on group theory and process. Management principles and skills are applied to a variety of health care settings.

NURS 322 Nursing in Society (3). Fall or spring semester, senior year. 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 323 Stressors through the Lifespan (3). Spring semester, junior year. Prerequisite: NURS 314. An in-depth look at selected psychosocial concepts basic to understanding client responses in a variety of settings. The theoretical bases of each concept are presented, as well as the concept's expression at varying points along the lifespan. Developmental and situational stressors affecting these concepts are examined. Interventions to assist clients to cope with these stressors are discussed.

NURS 324 Concepts of Nursing IIIA (9). Fall or spring semester, senior year. Prerequisites: NURS 312, NURS 315 and NURS 326. The focus is on hospitalized clients experiencing biopsychosocial disruptions and intense or variable stress states. All components of the nursing process are used. Student learning experiences include working with adult and child clients experiencing complex, multiple system problems requiring rapid utilization of the nursing process. Major components of the course are the opportunity to apply management principles as a leader of a small work group and the multidisciplinary interaction with other health team members.

NURS 325 Concepts of Nursing IIIB: Dimensions of Family Care (9). Fall or spring semester, senior year. Prerequisites: NURS 312, NURS 315 and NURS 326. An opportunity to learn and practice using those concepts necessary and sufficient to promote and maintain family health, with a focus on psychiatric-mental health and community health nursing. Clients exhibit biopsychosocial disruptions spanning the stress continuum. As a result of analyses of the interactions among the critical concepts, interventions will be targeted appropriately with individuals, groups, families and communities. Emphases include group dynamics and the implementation and evaluation components of the nursing process.

NURS 326 Clinical Nursing Elective (3). Summer, junior year. Prerequisites: NURS 315 and NURS 312. Offers an opportunity to select and study an area of particular interest in clinical nursing. A variety of clinical nursing practice settings serve as clinical laboratories for learning. Students may elect to participate in a faculty offered course or independent study under faculty mentorship offered in collaboration with the University of Maryland Medical System and other clinical agencies.

NURS 333 Client Assessment (3). Fall semester, senior year. Prerequisite: Admission to RN level. Designed to provide the registered nurse with the skills to perform health assessments of clients. The class and laboratory experiences will be organized using selected processes from the subsystems curriculum framework. Since the registered nurse student brings a background of knowledge, experience and competencies to this course, these will be utilized in meeting the course requirements. An emphasis of this course is the evaluation of clients with special attention directed toward the effects of stress and stress-mediated responses. The integration of the biopsychosocial assessment will be facilitated using common health concerns prominent in American society. This three-credit course will have a two-hour class presentation and a three-hour laboratory experience each week during which students will practice, under direct supervision, the assessment skills being taught.

NURS 334 Concepts of Nursing IV A (9). Fall semester, senior year. Prerequisites: Satisfactory completion of mastery examination in mathematics or NURS 313. Helps 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 333, NURS 334 and NURS 326 or NURS 348. 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). Minimester, senior year. Prerequisites: NURS 333 and NURS 334. An opportunity to participate in workshops, institutes and seminars on various aspects of nursing. Faculty reserve the right to limit the number of credits a student may take in workshops, institutes and seminar study.

NURS 410 Research and Statistics (3). Fall or spring semester, senior year. Prerequisites: NURS 315 or by permission of instructor. 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. Statistics include chi square, correlation, t-test, F-test and analysis of variance (one way). Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement instruments in terms of reliability and validity is presented. Students critique research reports in the literature. Students also prepare a report of a class research project planned primarily by the instructor.

NURS 418 or 318 Special Topics (2-3). Spring semester, senior year for generic students and fall or spring semester for RN students. Focuses on current health-related topics such as parenting, holistic health care, issues in the health care of women, spirituality, cross-cultural nursing, and thanatological aspects of nursing.

GRADUATE PROGRAMS

OVERVIEW

The University of Maryland's graduate nursing program is the only comprehensive one in the state and is 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; therefore, they are subject to the requirements of both schools.

The master's degree curriculum is three semesters and a minimester in length except for Primary Care Nursing, which is four semesters. 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 area of nursing practice, and opportunity is provided to concentrate (major) in either a clinical or a role specialty area depending on specific career goals and previous preparation. Multiple tracks are available within areas of concentration to provide individualized courses of study.

The doctoral program in nursing first admitted students in 1979. The program 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. Their research falls within the realm of clinical nursing research. Those specializing in indirect nursing focus on the study of nursing systems and education and administrative nursing action which facilitates and supports clinical nursing practice. Their research interests fall within the areas of health and nursing services organization, administration, health policy and nursing education.

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.

Philosophy and Beliefs

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 and beliefs held by graduate faculty of the School of Nursing provide a foundation for the master's degree curriculum. Nursing as a discipline possesses a unique knowledge base defined as diagnosis and treatment of real or potential problems in attaining, maintaining and restoring health. The knowledge base upon which the discipline of nursing rests includes those principles and laws that govern life processes, well-being, and optimum functioning of human beings, both sick and well. Nursing is also concerned with the patterns of human behavior in interaction with the environment, throughout the life cycle and during critical life situations, and addresses processes by which positive changes in health status are affected.

The person is viewed as a biopsychosocial being. The three dimensions — biological, social and psychological — are reciprocal and not hierarchical relative to one another. Therefore, nursing deals with the three domains in promoting and/or restoring optimal functioning. Health is viewed as optimal functioning in various contexts, including the behavioral, cultural, emotional/psychological, physical and spiritual. Advanced nursing practice involves theoretically/conceptually based diagnostic reasoning and decision-making strategies in solving complex patient care problems through a multiplicity of roles. Graduate nursing education respects and builds upon the prior education and practice experiences of the adult learner. Graduate education is characterized by a focus on specialization, and a commitment to and involvement in the development and refinement of nursing knowledge. Lifelong learning is a commitment of the professional person.

The beliefs underlying the master's program include the following:

1. There is an essential core of advanced nursing knowledge common to all specialized areas of nursing.
2. Every graduate must have competence in an area of advanced nursing practice.
3. Every graduate must have knowledge and skill in research and the ability to evaluate and apply research findings to a specialized area of nursing.
4. The master's program anticipates and responds to changing societal, health care and professional needs.
5. Past experience and career goals are considered in planning an individual student's program of studies.
6. Teaching and learning strategies support the philosophy and the goals of the master's program.

The master's curriculum is based on a conceptual framework which defines the primary focus of the master's program to be the discipline of nursing. The framework addresses four basic strands which run throughout the curriculum. Nursing theory serves as a foundation for practice, research and role development within nursing. Nursing theory incorporates knowledge which may be generated within the discipline and/or from other disciplines. Theory development and refinement occur as a result of research. Research in nursing includes both applied and basic research designs to explore and define the knowledge necessary to adequately diagnose and treat human responses to actual or potential health problems. This diagnosis and treatment of human responses may be effected through various roles within organizations. The graduate curriculum provides for a level of competence within an advanced professional role based upon changing societal needs, sociopolitical trends and health care organizations.

The master's program is based upon an essential core of advanced clinical knowledge common to all specialized areas of nursing practice. Advanced nursing knowledge may include diagnostic reasoning and decision making strategies in solving complex patient care problems. This knowledge may be applied to the nursing care of an individual, group or communities experiencing various health/illness levels at any stage throughout the life span. The curriculum is designed to prepare students in specialized areas of advanced nursing practice. These areas are developed and have evolved in response to changing societal needs. Specialization is the result of a unique knowledge and practical competence within an identified context of advanced nursing practice.

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

Master's degree 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:

- With expertise in a specialized area of advanced nursing practice
- To function in one of the following areas:
 - administration, education, nursing/health policy or clinical specialization
 - For leadership and
 - For entry into doctoral study

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

- Utilize a nursing theoretical framework as a basis for professional nursing practice
- Generate innovative nursing actions based on theories in nursing and related fields and evaluate nursing actions of self and others
- Incorporate organizational theories and learning theories in the practice of one of the following roles: administration, education, nursing/health policy planning, clinical specialization
- Collaborate with health care providers and consumers to achieve shared health care goals
- Use theory in nursing and related fields and observations in practice to generate hypotheses and conduct nursing research studies
- 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.

The purpose of the doctoral degree program in nursing is to prepare scholars and researchers who will advance nursing science and provide innovative leadership to the profession. The program will prepare graduates who:

- Construct, test and evaluate conceptual models and nursing theories which reflect synthesis, reorganization and expansion of knowledge from nursing and related disciplines.
- Evaluate and apply appropriate research designs, measures and statistics to the study of nursing phenomena.
- Conceptualize practice phenomena from the perspective of nursing frameworks and theory
- Design, conduct and communicate research relevant to nursing practice
- Facilitate the incorporation of new knowledge into nursing practice.
- 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.

MASTER OF SCIENCE CURRICULUM

The nursing program leading to a Master of Science degree requires the completion of 42 credits. It can be completed in three semesters; however, many students opt to take some credits in summer or minimester. The two exceptions are the Primary Care Nursing specialties requiring 45 credits and four semesters. Starting on the first day of matriculation, 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 an area of concentration (major) within a clinical practice or a functional role area of advanced nursing practice. The student then chooses a specialty track within the area of concentration. The areas of concentration and the related tracks are as follows:

AREA OF CONCENTRATION	SPECIALTY TRACK(S)
Community Health Nursing	Community Health Nursing
Gerontological Nursing	Gerontological Nursing
Maternal-Child Health Nursing	Maternal-Infant Nursing Nursing of Children
Medical-Surgical Nursing	General Medical-Surgical Nursing Trauma/Critical Care Nursing
Primary Care Nursing	Adult Nurse Practitioner in Primary Care Nursing Pediatric Nurse Practitioner in Primary Care Nursing
Psychiatric Nursing	General Psychiatric Nursing
Administration	Administration of Nursing Service
Education	Teaching in Associate Degree Programs Teaching in Baccalaureate Degree programs Teaching in Staff Development
Nursing Health Policy	Nursing Health Policy



Curriculum Design/Courses

The curriculum design for the Master of Science degree contains the following components:

CORE 15 CREDITS

Core courses are required of all graduate students regardless of the area of concentration.

AREA OF CONCENTRATION (MAJOR) 15 CREDITS

Specific specialty and support courses are required of students in their chosen area of concentration.

THESIS OR NONTHESIS OPTION 6 CREDITS

Students are required either to complete a thesis or to take six nonthesis option credits and write a scholarly paper.

ELECTIVES 6 CREDITS

Electives may include nursing or non-nursing courses and are selected by the student. The number of elective credits is lower in some areas of concentration.

Summary of Design

COURSE	CREDITS	
	General Plan	Primary Care
Core	15	15
Major	15	21
Thesis/ Electives	6	6
Electives	6	3
Total	42	45

A sample program for full-time students and a sample plan for full-time primary care students follow. Specific programs of study are available for each area of concentration, and may differ from the sample. Many students opt to take some credits in minimester or summer to reduce the number of credits taken during fall and spring semesters.

Sample Program Plan for Full-Time Students

SEMESTER I	CREDITS
NURS 701 Research	3
NURS 601 Clinical Core	3
NURS 602 Theory Core	3
Specialty I	2-3
Support Course	3
	14-15

SEMESTER II	CREDITS
NURS 702 Research II	3
*NURS 606 Role Core	3
Specialty II	3-4
Support Course	3
Thesis/Elective	2
	14-15

SEMESTER III	CREDITS
Thesis/ Elective	4
Specialty III	4-6
Elective	3-6
	11-16
Total	42

**For some specialties, this course must be taken in first semester.*

Primary Care Recommended Program for Full-Time Students

SEMESTER I	CREDITS
NURS 601 Introduction to Advanced Clinical Practice	3
NURS 602 Critical Approaches to Nursing Theories	3
NURS 611 Introduction to Primary Care Nursing	2
NPHY 600 Human Physiology and Pathophysiology	3
	11

SEMESTER II	CREDITS
NURS 606 Influential Forces in Nursing and Health Care	3
NURS 701 Nursing Research Designs and Analysis I	3
NURS 710 Health Supervision of the Well Child	3
NURS 713 Common Health Problems of Children I	3
	12

SEMESTER III	CREDITS
NURS 702 Nursing Research Designs and Analysis II	3
NURS 711 Health Supervision of Well Child II	2
NURS 714 Common Health Problems of Children II	3
Thesis/ Elective	3
	11

SEMESTER IV	CREDITS
NURS 715 Advanced Primary Care of Children	5
Thesis/ Elective	3
Elective	3
	11
Total	45

Thesis/Nonthesis Option

A student may elect either a thesis or a nonthesis option, depending on the nature of the problem to be studied and specific career goals; six credits are required 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 and orally defends a research project.

Nonthesis: Under the guidance of the advisor, the student takes six credits of electives and submits one scholarly seminar paper.

DOCTOR OF PHILOSOPHY CURRICULUM

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 the study of man, nursing action, the environments in which nursing is practiced and 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 selected and 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 coursework and related field experiences, 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. A highly individualized field experience provides the opportunity to pursue theoretical aspects of specialized areas of nursing selected by the student.

RESEARCH AND STATISTICS 17 CREDITS

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

ELECTIVES 17 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 is chosen from other disciplines 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 CREDITS

Nursing Theory 14

(required core courses)

Research and Statistics 17

(required core courses)

Electives 17

Dissertation Research 12

Total 60

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, research methodology and statistics. The comprehensive examination is taken upon completion of all required nursing courses and a minimum of 42 credit hours of coursework. 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 advanced nursing theory, measurement 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 Doctor of Philosophy within five years of matriculation and 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 coursework, including all required courses; and successful completion of preliminary and comprehensive examinations.

Resources

Over 90 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 and helping professions on the UMAB campus. 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.

In addition to the Health Sciences Library, 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 The School and Its Environment for descriptions of other facilities and resources.)

ADMISSION

Admission to graduate study at the University of Maryland is the exclusive responsibility of the Graduate School and the Vice Chancellor 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 appropriate committee in the School of Nursing. Recommendations for acceptance are then made by the committee to the Vice Chancellor 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 advisor is assigned. The advisor 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 coursework 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 a final transcript 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 credentials and application data are retained for one year only.

Admission Requirements

The student's previous academic work, personal qualifications and professional experience are evaluated to determine whether prerequisites have been met. Prerequisite courses do not carry credit toward the graduate 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 equivalent to that offered at the University of Maryland.
2. Satisfactory completion of a course in elementary statistics.
3. A photocopy of current licensure for the practice of nursing in Maryland. Licensure as a registered nurse is required prior to taking any course with a practicum.
4. Official scores on the aptitude portion of the Graduate Record Examination (allow six to eight 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.

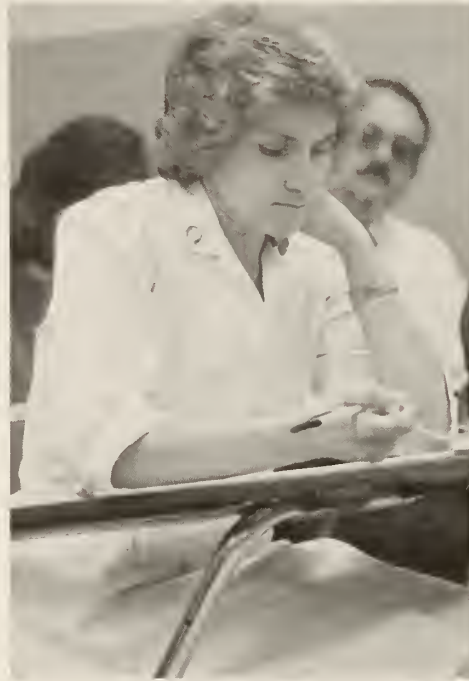
6. Evidence of personal and professional qualifications from three professional individuals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in graduate school. Suggested sources for recommendations include nurse educators, nurse 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. Clinical nursing experience is required for the following areas of concentration: Administration; Education; Nursing Health Policy; Community Health; Maternal-Child Health; Trauma-Critical Care — one year of relevant experience; Psychiatric Nursing — one year in a psychiatric nursing setting; and Primary Care — two years of full-time nursing experience. (Applicants with somewhat less experience may be accepted as part-time students if full-time work experience is being pursued).
9. Completion of an approved physical assessment course is required for all clinical nursing majors except for Maternal-Child Health where it is highly recommended and Nursing Education majors.
10. A strong background in or recent review of physiology/pathophysiology is highly recommended for Gerontological, Maternal-Child, Medical-Surgical, Trauma/Critical Care, Primary Care and Nursing Education majors.

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.
2. At least one graduate-level course in research and inferential statistics (minimum three semester credits).
3. A cumulative grade point average of 3.0 on a 4.0 scale for all previous coursework (all baccalaureate, master's and subsequent coursework).
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.
7. A personal interview upon request.

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). Postbaccalaureate work experience as a registered nurse would enhance progression through the program of study.

A limited number of students can be admitted to the doctoral program each year; therefore, admission is highly selective. A written offer of admission from the Graduate School will be sent to an applicant who is recommended by the Doctoral Program Committee.



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. The offer of admission lapses after one year and a new application and fee must be submitted to be reconsidered for admission. The current offer of admission from the Graduate School is used as a permit to register. Permanent identification as a graduate student will be issued at the time of first registration.

Admission Procedure: Admission forms should be obtained from the Office of Admissions, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, MD 21201, or the University of Maryland Graduate School, Baltimore, Administration Building, 5401 Wilkens Avenue, Baltimore, MD 21228.

1. An application fee of \$20.00 must accompany the application for admis-

sion. 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 University of Maryland Graduate School, Baltimore, Administration Building, 5401 Wilkens Ave, Baltimore, MD 21228:
 - a. Three 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 coursework are also required.
 - d. Letters of reference from three professionals who know the candidate's qualifications.
 - e. Official record of the results of: the aptitude portion of the Graduate Record Examination (write to Graduate Record Examination, Educational Testing Service, Princeton, NJ 08540 for details).
 - f. For the doctoral program, the Miller Analogies Test score results (available through testing services of most colleges and universities) are also required.
3. Applications and supporting documents for the master's degree program must be received by July 1 for the fall semester, by December 1 for the spring semester and by 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 review and by March 1 for the spring review. It is the doctoral nursing program policy to admit students only in the fall semester.

Categories of Admission: Applicants are offered admission to the Graduate School in any of the following categories.

1. Unconditional graduate status: applicant meets all requirements.
2. Provisional graduate status: applicant does not meet all of the academic requirements for unconditional admission, but in the opinion of the Graduate School and the Graduate Program 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. Provisional admission with additional specified departmental requirements: unconditional graduate status will be granted upon attainment of the program's specified requirements.
4. Incomplete admission: information on the applicant is incomplete; admission status will be determined on receipt of the completed information.
5. Nondegree graduate status: applicant may enroll on a "coursework only" basis for a specified period of time if the applicant's record meets Graduate School standards. If a nondegree student subsequently wishes to enter the degree program, reapplication is necessary. Consideration may be given at a later date to the application of credits earned toward a degree program while in this status, but there is no assurance that such requests will be granted. If granted, a maximum of six credits may be transferred. Admission is granted by the Vice Chancellor 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 advisor. 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 catalog).

Foreign Students

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing may be considered for admission to the master's degree program. Likewise those with education equivalent to 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 catalog for further information).

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 \$25,000 to \$35,000 per year.

Doctorally prepared nurses are in great demand throughout the nation as administrators, faculty and researchers.

Salaries for new doctoral graduates vary with the particular position, the geographical area and the individual background of the candidate but range from \$30,000 to \$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 purposes of the organization are 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 Vice Chancellor 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.

GRADUATE COURSES

NURS 601 Introduction to Advanced Clinical Practice (3). The focus of this course is nursing concepts important to advanced clinical nursing practice. Concepts related to client state, interactions with environment and resulting changes in health are included. Current theories, models and research findings related to these concepts and their applications to various advanced nursing practice specialties are discussed. (Gift and Fontaine)

NURS 602 Critical Approaches to Nursing Theories (3). The purpose of this course is to enhance the student's ability in critical thinking and scientific inquiry in nursing. Opportunity is provided for the student to analyze the role of theory in nursing as a practice discipline. The history of theory development is presented and the applicability of selected nursing theories to the role of the nurse is examined. (Kreider)

NURS 603 Evaluation of Patient Care: A Clinical Perspective (3). 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. It is designed to supplement the core courses by presenting quality assurance methods, criteria and standards. Prerequisites: NURS 602 and NURS 701 or permission of instructor. (Walker)

NURS 604 Organizational Behavior and Role Fulfilment (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 in Nursing and Health Care (3). This core course provides an analysis of health care trends, organizations and settings, and provider and consumer roles in the financing, legislation, regulation, politics, ethics and evaluation of nursing and health care. Emphasis is placed on nursing's role in effecting health care system change and on the effects of external forces on nursing practice. Leadership strategies and nursing roles for influencing practice decisions within the health care system are examined. (Wright)

NURS 607 Alcoholism and Family Systems (3). The theory content and clinical practicum of this course are designed for the study of alcoholism and the concomitant family patterns of organization. The course emphasizes the use of regulatory processes for the restoration of optimal balance within the family and between the family and its environment, the recruitment of family members into treatment and the prevention of illness among vulnerable family members. Offered spring semester. (Eells)

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 advisor. Students may register for one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 611 Introduction to Primary Care Nursing (2). Utilizes a seminar alternating with laboratory and clinical experiences which emphasize the development of the expanded nursing role. Students have the opportunity to refine assessment skills as they collect and analyze data in the clinical area using a variety of interviewing, examining and recording skills. Role boundaries, role facilitation, and barriers to role implementation are analyzed in seminar sessions. Prerequisite or concurrent NPHY 600. Offered fall semester. (Edmunds and faculty)

NURS 612 Trends and Issues in Women's Health Care (2). The purpose of this course is to synthesize knowledge and skills gained in previous courses and concurrent experience in providing primary health care to women. Concepts specific to women individually and collectively are analyzed in relation to clients seen in clinical settings. Prerequisites: NURS 611, NPHY 600, NPHY 610 and NURS 613. Concurrent or prerequisite: NPHY 608. Offered fall semester. (Hetherington)

NURS 613 Clinical Diagnosis and Management I (4). 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 apply the nursing process through communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care and implementing nursing strategies to promote the personal, cognitive, and physical health of adults with common health problems. Prerequisites: NURS 611 and NPHY 600. Offered spring semester. (Faculty)

NURS 614 Clinical Diagnosis and Management II (5). 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 through 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. Offered fall semester. (Faculty)

NURS 615 Advanced Primary Health Care of Adults (4). Provides an intensive applied clinical experience and seminar sessions designed to assist the student in analyzing multiple variables in health and disease and, through a problem-solving approach, in determining 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. Offered spring semester. (Edmunds and faculty)

NURS 616 Primary Care of Women (4). Builds upon prerequisite primary care courses to provide the knowledge and skills necessary for a nurse practitioner to manage health maintenance and non-life threatening disruptions specific to women. Emphasis is placed on collaboration with other health care providers. The content includes normal antepartum and postpartum care, family planning and common gynecological disruptions throughout the life span. Concurrent or prerequisite: NURS 612. Offered fall semester. (Hetherington)

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 may elect this experience to study selected concepts relating to primary care nursing. Registration upon consent of advisor. Students may register for varying units of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 621 Medical-Surgical Nursing I (2). This is the first-level medical-surgical nursing course focusing on the psychophysiological basis of selected, prevalent disorders. Various psychophysiological models are presented. Both the conventional and nontraditional assessment and management of these disorders are discussed. The theoretical basis of stress-related mortality and morbidity is emphasized. Specific relaxation and stress management techniques are presented and practiced. Prerequisite or concurrent: NURS 601 and NURS 602. (Faculty)



NURS 622 Medical-Surgical Nursing II (3). A second-level psychophysiological nursing course which builds on the foundational content of NURS 621. The focus is the development of clinical judgment and intervention strategies for those individuals with multiple, complex psychophysical disorders. Interrelationships among physical symptoms, stress, conventional treatment modalities and interpersonal relationships are evaluated as a basis for nursing interventions. The course includes a lecture in psychophysiological nursing and approaches to treatment of complex disorders and supervision of student experiences in the management of selected patients. Prerequisite: NURS 621. (Faculty)

NURS 623 Trauma/Critical Care Nursing I (2). This first clinical course is designed to provide the student an opportunity to explore selected concepts such as oxygenation/ventilation, transport, perfusion, and cognition, which may be altered in the trauma/critical care patient. A major focus is on the assessment process. Assessment strategies related to the concepts are presented and clinical experience in a trauma/critical care setting is provided for application and analysis of these assessment strategies. Prerequisites or concurrent: NPHY 600 and NURS 601. (Faculty)

NURS 624 Trauma/Critical Care Nursing II (3). A second course in a three-semester sequence of advanced clinical knowledge for trauma/critical care nursing. The focus is on the assessment of concepts and examination of research-based interventions central to trauma/critical care nursing practice. A clinical practicum is included which offers the opportunity to test course theory, expand collaborative and advanced nursing skills, and progress toward achievement of individual professional goals. Prerequisites: NURS 623 and NURS 701. (Faculty)

NURS 625 Introduction to Gerontological Nursing (2). This first-level course is designed to provide the student the opportunity to explore systematically concepts pertinent to older adults. Emphasis is placed on maximizing functional health status, patient outcomes and independence of the older adult consistent with the limitations imposed by the aging process and/or chronic illness. Strategies aimed at promoting, maintaining and restoring health and independent functioning are examined. Implications for clinical practice are considered. Prerequisite or concurrent: NPHY 600 and NURS 601. (Stilwell and faculty)

NURS 626 Processes of Aging: Implications for Nursing Care (4). Provides an in-depth analysis of specific concepts related to alterations in health of the older adult especially the frail older adult. Emphasis is placed on assessment methodologies and research-based interventions designed to assist the individual to cope with acute and chronic alterations in health and, where possible, prevent alterations in health. A clinical practicum is included to provide the student with the opportunity to test theory, expand advanced nursing skills and to pursue individual professional goals. Prerequisites: NURS 625 and NURS 701. (Stilwell and 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 advisor. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 631 Maternal and Infant Nursing I (4). This course is the first clinical level in the maternal-child health nursing sequence and is open to nonmajors as well as majors. It consists of an exploration of topics related to health promotion and health behaviors in the maternal-child health settings. Focus is on the nurse as an advanced practitioner, emphasizing the application of conceptual frameworks, clinical expertise and patient teaching. Both core content in maternal-child health and specialized obstetrical nursing topics are included. Prerequisites or concurrent: NURS 601 and NURS 602. (Faculty)

NURS 632 Maternal and Infant Nursing II (4). This course, the second in the maternal-child health nursing sequence, has a dual focus on the development of in-depth knowledge of selected health problems of pregnant and postpartum women and infants and their nursing management, and on increasing collaborative and research skills in professional nursing. Application of theoretical and clinical knowledge occurs within an interdisciplinary collaborative relationship. Prerequisites: NURS 601, NURS 602 and NURS 631. Prerequisite or concurrent: NPHY 608. (Faculty)



NURS 633 Maternal and Infant Nursing III (5). In this course the student explores the knowledge base fundamental to the role of the clinical nurse specialist in maternal child care settings. The practicum includes application and analysis of intervention strategies utilized by the clinical nurse specialist. Students work closely with mentors to evolve their role as clinical expert, educator, consultant, researcher and change agent. Course content and requirements also include advanced maternal-infant health clinical topics. Prerequisites: NURS 631 and NURS 632. Offered fall semester. (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 advisors. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 641 Nursing of Children I (4). This course is the first clinical level in the maternal-child health nursing sequence and is open to nonmajors as well as majors. It consists of an exploration of topics related to health promotion and health behaviors in the maternal-child health setting. Focus is on the nurse as an advanced practitioner, emphasizing the application of conceptual frameworks, clinical expertise, and patient teaching. Both core content in maternal-child health and specialized pediatric nursing topics are included. Prerequisites or concurrent: NURS 601 and NURS 602. (Faculty)

NURS 642 Nursing of Children II (4). This course, the second in the maternal-child health nursing sequence, has a dual focus on the development of in-depth knowledge of selected health problems of children and their nursing management, and on increasing collaborative and research skills in professional nursing. Application of theoretical and clinical knowledge occurs within an interdisciplinary collaborative relationship. Prerequisites: NURS 601, NURS 602, NURS 641. Prerequisite or concurrent: NPHY 608. (Faculty)

NURS 643 Nursing of Children III (5). In this course the student explores further the knowledge base fundamental to the role and practice of the clinical nurse specialist in maternal child care settings. The practicum includes application and analysis of intervention strategies utilized by the clinical nurse specialist. Students work closely with mentors in selected nursing of children health care settings to evolve their role as clinical expert, educator, consultant, research and change agent. Course content and requirements also include selected nursing of children clinical topics relevant to advanced practitioners. Prerequisites: NURS 641 and NURS 642. Offered fall semester. (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 advisor. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 650 Foundations for Psychiatric Nursing I (3). This is the first-level course of a two semester sequence which introduces the theoretical bases for concepts fundamental to advanced psychiatric nursing practice. The focus is on selected developmental theories. Emphasis is placed on the biopsychosocial assessment of a client. Offered fall semester. (Faculty)

NURS 651 Individual Therapy (3). Examines specific types of ineffective social behaviors as well as personality disturbances and their treatment within the contexts of psychiatric and nursing literature. (Robinson)

NURS 652 Group Theory and Practice I (3). Provides 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). 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 integrating and using theoretical concepts in clinical group practice and in developing skills in supervision. Specialized group therapy techniques and research related to group therapy techniques and group practice are reviewed. Prerequisite: NURS 652. (Faculty)

NURS 654 Liaison Nursing I (3). Students gain 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). This course provides an orientation to the theories and techniques of family therapy. Emphasis is on family systems theory (the Bowen theory) and development of observational skills and interview experience with selected families. (Cain and faculty)

NURS 656 Introduction to Clinical Practice with Families (3). This course provides 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 is included. Prerequisite: NURS 655. (Cain and faculty)

NURS 657 Advanced Clinical Practice with Families (3). Includes 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 advisor. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 659 Mental Health Consultation (3). Introduces 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 662 Theoretical Basis for Rehabilitation Nursing (3). This introductory course examines the philosophical basis and principles of rehabilitation. Concepts of health and normalcy are considered. Congenital, traumatic and degenerative origins of disabilities are examined, and the effects of these disabilities throughout the life cycle are addressed. Influences of the family, the community and the health team on individual functioning are introduced. Offered fall semester. (Kreider and faculty)

NURS 663 Interventions in Rehabilitation Nursing (3). Building on NURS 662, this course focuses on developing theory-based, individualized programs of intervention for persons representative of selected populations requiring rehabilitative services. Through the use of case studies, the process and procedures of rehabilitation nursing will be examined. Programs for individuals with alterations in communication, sensation, mobility, intake and procurement of nutrition, elimination, sexuality and self-image will be considered. Offered spring semester. Prerequisite: NURS 662. (Kreider and faculty)

NURS 671 Epidemiology (3). A contemporary approach to epidemiological concepts and methods. General considerations and laboratory application to data in specific situations are included. Open to non-nursing majors with permission of instructor. Prerequisite: Statistics. Offered spring semester. (Kohler)

NURS 672 Community Health Nursing I (3). This first-level departmental course is designed to introduce students to advanced nursing theory and practice in community health. Students will address the nature and scope of community health and its relation to the public health sciences and to nursing in a clinical practice context. Clinical practice will focus on neighborhood, family and community as the units of analysis. Students will explore advanced nursing practice from a historical perspective. (Strasser and faculty)

NURS 673 Community Health Nursing II (3). The theory content and clinical practicum of this course are designed for the study of families, neighborhoods and other support systems; communities with special populations; and the health care delivery system. Students work with selected families through agencies and other support systems, with an emphasis upon nursing interventions. Prerequisites: NURS 671 or permission of instructor. (Eells and faculty)

NURS 674 Community Health Nursing within the Health Care System (2). This advanced course focuses on the relationship between the health level of the community and the organization of the health care system. Forces that are shaping the organization and delivery of community health nursing services are analyzed. Examination of theory and research and comparison of various systems of health care organization provide the basis for discussion. Open to non-nursing majors with permission of instructor. Offered spring semester. (Ruth)

NURS 675 Community Health Nursing III (3). The theory content and clinical practicum of this course are designed for the study of health promotion and health maintenance programs as these are developed, implemented and evaluated in agency settings. A secondary focus is the evaluation of families, neighborhoods and other support systems and communities. Prerequisites: NURS 671, NURS 672 and NURS 673. Offered fall semester. (Eells and faculty)

NURS 676 Community Health Nursing Leadership: Approaches to Select Populations (3). Designed to provide graduate students in community health nursing and other specialty areas with an opportunity to gain additional knowledge and skills in the use of leadership strategies to achieve defined health objectives for a selected population. Emphasis is placed on program development and grantsmanship in the areas of health promotion and primary prevention. Prerequisite: NURS 671 or permission of instructor. (Strasser and faculty)

NURS 677 Food Addictions, Eating Disorders, and Weight Control (3). The theory, research content and field experiences of this course focus upon food addictions, eating disorders and regulation of appetite and weight control. Health implications and the importance of family dynamics and support systems are included. Students design an intervention program for a specific problem. Offered fall semester. (Eells)

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 advisor. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 680 Curriculum Development in Nursing (3). Factors which determine content and organization of curricula in schools of nursing and health care agencies are identified and implications analyzed. Principles and processes of curriculum development are addressed from the standpoint of initiating and changing curricula. Curriculum components serve as unifying threads as students study and actually develop a curriculum. Systematic evaluation of the curriculum is explored. (Faculty)

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 in-service settings is arranged according to track selected. Prerequisite or concurrent: NURS 680. (McCarthy and Bille)

NURS 683 Practicum for Advanced Clinical Practice (4). Supervised experience is provided by each clinical program which will prepare the graduate student to function in advanced practice roles. Placement may be in community or home settings, chronic and long-term care facilities, critical care areas. Prerequisite: Two semesters of clinical coursework. (Faculty)

NURS 684 Seminar in Nursing — Clinical Specialization (2). 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-child health, psychiatric, gerontological and community health nursing. Prerequisite or concurrent: NURS 606. (Faculty)

NURS 685 Instructional Strategies and Skills (3). Building on content of teaching-learning theory, this course focuses on the analysis and development of selected instructional strategies and skills in nursing education. The relationship of content and learning style to instructional method is considered with particular attention given to the selection, preparation and use of media and modes appropriate to teaching in nursing. A micro-teaching approach is used to demonstrate student-teacher performance in a variety of teaching strategies. Techniques for the evaluation of teacher and student are examined. Prerequisite: NURS 680 or by permission of instructor. (Heller and faculty)

NURS 686 Principles and Practices of Client/Family Teaching (3). Focuses on principles and practices of client/family teaching which facilitate the behaviors required to maximize the health potential of those experiencing acute or chronic illness. Consideration is given to the entire process of client/family teaching during the illness episode. The influence of values, attitudes and beliefs on compliance is explored. Opportunities are provided for students to develop client/family teaching plans according to their area of interest. (Bille)

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 advisor. Student may register for one to 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 advisor. Students may register for one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 690 Managerial Health Finance (3). Focuses on the role and responsibility of the administrator in fiscal management of health care institutions in both the public and private sectors. Training is provided in resource management and accountability. Conceptual and practical issues related to health care economics, financial management and budget preparation will be stressed. Prerequisite: NURS 606. (Proulx and Ward)

NURS 691 Organization Theory: Application to Nursing Management (3). This is the first course in nursing service administration and serves as a foundation for other curriculum offerings. The content includes organizational theories and the administrative elements of planning, organizing, leading and evaluating. Management principles are outlined and

issues related to organizational behavior in the health-care industry are discussed. A realistic focus is developed through the use of simulation, small group exercises, self-assessment instruments and audio-visual aids. (Faculty)

NURS 692 Administration of Nursing Service (3). This is the second of the courses in the nursing service administration series. The focus is on the process of nursing management or administration. Advanced management principles and practices are studied in view of the nursing leadership role, and these are tailored to match the learner's level in the organization, e.g., middle-level or executive. Content is specific to issues evolving within an ever-changing health care system, and case studies are used to ensure analytical thinking and relevancy. Prerequisites: NURS 691. (Sullivan and 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 and Sullivan)

NURS 694 Theory and Practice in Nursing Administration (6). This is the capstone course of the nursing service administration track for students preparing for first or middle management nursing positions. The learner is exposed to nursing management and/or leadership in a real-world setting. Students are assigned to a health care agency where they become involved with the integration of theory into practice and time is allotted for empirical study of a specific problem or content area within the scope of nursing administration. Prerequisites: NURS 690, NURS 691 and NURS 692. (Proulx and Sullivan)



NURS 695 Theory and Practice in Nursing Administration—Advanced (6). This is the capstone course of the nursing administration track for students preparing for advanced or executive leadership and management responsibilities in a selected health care delivery system. The student negotiates personal and program objectives with a preceptor and faculty in order to prepare for an executive nursing administration position. Time is allotted for empirical study of a specific problem or content area within the scope of nursing administration. This course is designed for students with two or more years of formal nursing administration experience. Prerequisites: NURS 690, NURS 691 and NURS 692. (Proulx and Sullivan)

NURS 697 Nursing and Health Policy (3). This seminar focuses on the analysis, formulation and implementation of health policy viewed from a historical perspective with an examination of selected current issues in nursing and health care. Attention is given to the role of nurses in influencing policy decisions. Prerequisites: NURS 602, NURS 606, POSI 601 or POSI 602. (Hanley and faculty)

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 advisor. Students may register for one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 699 Theory and Practice in Nursing-Health Policy (6). This culminating course provides nursing-health policy majors the opportunity to enhance their policy-related skills through observation and direct participation in the policy process within a governmental or private agency which deals with health care issues. Placement is in accord with students' special policy interest in the nursing health care field. (Hanley and faculty)

NURS 701 Nursing Research Designs and Analysis I (3). Includes understanding scientific thinking and quantitative methods of research beyond the introductory level. The research literature in nursing and health is used to illustrate



and evaluate application of these principles. Univariate and bivariate research designs are stressed. Working in teams, students plan and implement a nursing research project. (Faculty)

NURS 702 Nursing Research Designs and Analysis II (3). An introduction to both quantitative multivariate and qualitative designs used in nursing research. Selection of the most appropriate design to fit a nursing research question is stressed. Procedures for data quality assurance and analysis are presented. Statistical computer programs are utilized with actual nursing data. Throughout, reports of nursing research are critiqued and discussed. Prerequisite: NURS 701. (Faculty)

NURS 704 Program Evaluation in Nursing (3). This elective course introduces students to various models and approaches available for the evaluation of nursing programs in both educational and service settings. Class discussions focus on the components of various models, their relative strengths and weaknesses and their utility for the evaluation of nursing programs. Opportunities to assess program evaluation efforts in nursing are also provided. Prerequisite: Permission of instructor. (Waltz)

NURS 706 Applications of Computers and Information Science in Nursing and Health Care (3). Fosters the attainment of knowledge, skills and attitudes essential for beginning a successful career as a nursing administrator, educator, or expert

clinician in a computerized health care delivery system. Emphasis on nursing applications of information technology. Prerequisite: NURS 691 or permission of instructor. (Heller and Romano)

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 to 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). 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 functions at the beginning level as a nurse practitioner in an ambulatory care 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 development. Prerequisite: NURS 602, NURS 611 or permission of instructor. (Faculty)

NURS 711 Health Supervision of the Well Child II (2). This is the second of two sequential courses which apply the conceptual frameworks and the nursing process through the use of communication and assessment skills, the development, implementation and evaluation of plans of care, to foster the personal, cognitive and physical health of children. This 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. Offered fall semester. (Faculty)

NURS 713 Common Health Problems of Children I (3). 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 611. Offered spring semester. (Faculty)

NURS 714 Common Health Problems of Children II (3). 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 or more prevalent for older children and adolescents. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. Prerequisite: NURS 713. Offered fall semester. (Faculty)

NURS 715 Advanced Primary Care of Children (5). Designed to assist the student to integrate and synthesize the material from all coursework, material previously learned and some new concepts relevant to the pediatric nurse practitioner in primary care. Clinical experiences require that the student 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. Prerequisites: NURS 711 and NURS 714. (Faculty)

NURS 721 Psychophysiological Interventions in Nursing (3). An overview of the psychophysiological interrelationships commonly seen in patients manifesting symptomatology such as hypertension, low back pain, headaches and arthritis. Psychophysiological models unique to advanced nursing assessment and intervention within a family systems framework are examined, practiced and applied to actual client situations. Prerequisite: NURS 601. (Thomas)

NURS 750 Foundations for Psychiatric Nursing II (2). This second half of a two-semester course provides graduate students in psychiatric nursing with a theoretical basis for clinical practice, an overview of multiple schools of psychotherapy and a matrix within which to integrate concepts which are particularly relevant to psychiatric nursing. The course content encourages the student to view the client developmentally in order to assess his/her or the family's problem(s) and to choose therapeutic interventions that are grounded either in theory or in knowledge generated from empirically tested data. Offered spring semester. (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. Prerequisite: NURS 654. (Robinson)

NURS 755 Families in Crisis: Theory and Intervention (3). Introduces students to the system theory orientation for understanding human functioning within a family system, with an application of this orientation to personal, patient/family and health care delivery systems. The family is the unit of study with systems theory analyzed and applied to clinical issues and situations in various health care settings (acute, chronic, inpatient, outpatient and long-term care facilities). Clinical intervention with families and supervision are components of this course. Prerequisites: NURS 602 and permission of instructor. (Kleeman)

NURS 775 Home Health Care Nursing (3). Designed as an elective for graduate students in nursing who seek an in-depth orientation to clinical nursing practice in the home setting. The course builds on theory and learning experiences provided in the clinical major. Students develop prototypical care plans for individuals with selected health problems or risk factors. Emphasis is placed on the nurse as coordinator, deliverer and monitor of patient care in the home. Field experiences for assessment and evaluation are provided. Prerequisite: First level clinical course. Offered spring semester. (Strasser and faculty)

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

NURS 801 Conceptual Basis for Nursing (2). 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). Clinical settings are 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. Prerequisite: NURS 801. (Kreider and Cahill)

NURS 803 Conceptualization of Nursing Systems (2). An overview of the social, political and organizational contexts within which nursing is practiced and taught. Includes an introduction to and comparison of organizational and systems theories, and consideration of organizational problems of particular importance to the practice and teaching of nursing. (Jacox and Haymaker)

NURS 804 Analysis of Indirect Nursing Action (4). The processes by which national health and nursing policies are determined and organizational problems of particular importance to the practice and teaching of nursing are analyzed. Emphasis is placed on factors which influence the acquisition and use of nursing resources, the regulation of nursing practice, authority and decision making and conflict management in organizations. Prerequisite: NURS 803. (Jacox and faculty)

NURS 805 Analysis and Development of Nursing Theory (4). Philosophical bases for nursing theory are analyzed and several metatheoretical approaches to theory development are studied. Extant nursing theories are analyzed, compared and evaluated. Prerequisite: NURS 602 or equivalent. (Lenz and Suppe)

NURS 806 Seminar in Nursing Science (2). Philosophical, theoretical and professional issues to be considered in discovering and verifying nursing knowledge are addressed. Approaches to theory development in nursing are examined and applied. Prerequisite: NURS 805. (Lenz and Suppe)

NURS 811 Measurement of Nursing Phenomena (3). The theoretical basis of measurement is 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 are evaluated relative to measurement theory. Tools and procedures, including those used to measure affective, cognitive, behavioral and physiological aspects of selected concepts, are evaluated. Prerequisite: NURS 813 or equivalent. (Waltz and faculty)

NURS 812 Seminar in Nursing Measurement (3). The theoretical basis of measurement will be applied in a highly individualized experience in the development of an instrument to measure a selected concept of relevance in nursing research. The seminar provides the opportunity for discussion of problems, issues and strategies involved in tool construction and validation. Prerequisites: NURS 811 and NURS 813. (Waltz and faculty)

NURS 813 Design of Nursing Research (4). 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 serve as foci for discussion. Experimental and quasiexperimental designs and related statistical procedures are examined in terms of their appropriateness for addressing various nursing problems. Selected probability sampling designs are addressed. (Soeken and Prescott)

NURS 815 Advanced Seminar in Nursing Research (3). Emphasis is on use of qualitative and survey research designs and related analytic procedures for the study of nursing problems. Included are evaluation research strategies and issues of quality control in field settings. Prerequisites or concurrent: NURS 813, NURS 816 or equivalent. (Prescott)

NURS 816 Multivariate Analysis in Health Care Research (3). Introduces multivariate procedures most useful in health care research, including multiple regression, multivariate analysis of variance, principal components analysis, factor analysis and discriminant analysis. Computer programs are used in data analysis from actual research situations. An heuristic approach is used, although opportunities for more rigorous study are provided for students with requisite mathematical background. Two two-hour sessions per week combine lecture and laboratory. (Wolfe)

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 six credits. (Faculty)

NURS 881 Theoretical and Methodological Issues on Coping (2). This course provides the doctoral student with an opportunity to develop a conceptual framework for viewing and researching the process of coping. Through a survey and critical review of both historical and contemporary literature from multiple disciplines, the student examines an array of models of coping and ultimately develops a prospectus for individual or group studies on coping with stress, in health and disease. (Robinson and Shelley)

NURS 882 Concept Clarification in Nursing: Physiological Basis (2). Exploration of clinical nursing problems and related concepts from a physiological perspective. Included are aspects of regulation, transmission and physiological measurement. Prerequisites: NPHY 600 or equivalent, NURS 801 or permission of instructor. (Grady)

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 six credits. (Faculty)



NURS 891 Theory and Research in Educational Administration in Nursing (2). This seminar is designed to address current theoretical perspectives and research regarding the practice of educational administration in nursing. Building upon knowledge of nursing and health care, organizational theory, policy analysis, educational administration and nursing education gained in prerequisite courses, selected issues and problems in higher education administration are explored. An optional practicum is available for additional credit through registration in NURS 898. Prerequisites: NURS 804, NURS 815 or permission of instructor. (Heller)

NURS 898 Special Problems in Indirect Nursing (1-3). Students select a 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 six credits. (Faculty)

NURS 899 Doctoral Dissertation Research (1-12). Variable credit. (Faculty)

NPHY 600 Human Physiology and Pathophysiology (3). Focuses on the study of selected areas in normal human physiology and pathophysiology. Emphasis is placed on the analysis of normal function using a problem-solving process. Major regulating and integrative mechanisms and examples of nonoptimal to pathological function are elaborated to elucidate a conceptual approach to the physiologic basis of nursing practice. The course builds upon a basic knowledge of physiology. (Faculty)

NPHY 608 Topics in Physiology: Reproduction and Neonatal Physiology (2). Builds upon the concepts developed in NPHY 600 to provide more extensive knowledge of human reproduction and the physiologic function of the newborn infant. Selected examples of pathophysiology will also be presented. The focus is upon developing a scientific client assessment of needs and selecting regulatory processes for the care of clients with complex physical needs. Concepts addressed include: reproduction, growth, oxygenation, circulation, motion, motility and elimination. (Faculty)

NPHY 610 Methods and Principles of Applied Physiology (3). 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 pathos principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 600. (Faculty)

NPHY 612 Psychophysiological Basis for Nursing (3). Introduces the beginning graduate nursing student to selected aspects of human psychophysiology that provide the basis for advanced nursing practice in medical-surgical settings. Emphasis is placed on the psychophysiological basis of selected health problems and on principles that underlie therapeutic nursing intervention. Prerequisite: Permission of instructor. (Cahill)

NPHY 614 Physiology of Aging (2). Designed for graduate students in the health professions with a special interest in gerontology. The emphasis is on cell biology, metabolic process, cardiovascular and neurobiological aspects of aging. The pathophysiological basis for health problems of older adults is presented. Alterations at the cell, organ and system levels are discussed to provide the basis for clinical management of common health problems. Prerequisite: NPHY 600 or DPHS 611 or the equivalent. (Faculty)

NPHY 620 Physiological Alterations in the Critically Ill Patient (3). Includes lectures defining and describing alterations in the physiological processes commonly seen in trauma/critically ill patients and application of this theory base through supervised clinical experience in a trauma/critical care unit. The course is designed to enhance the student's assessment skills and knowledge base of pathophysiological findings. The patient is the unit of analysis. Prerequisites: NPHY 600 and NURS 602. (Faculty)

CONTINUING EDUCATION PROGRAM

The Continuing Education Program is designed to facilitate the lifelong learning process of individual nurses and provides an essential bridge between the School of Nursing and the nursing community in Maryland. The program offers national, regional and local workshops, short courses and seminars which build upon the basic preparation of the registered nurse and enhance or update knowledge and professional competence in the delivery of health services. As a result of the expanding decision making responsibilities now confronting nurses, the program provides opportunities to learn about new concepts in professional nursing and brings participants into dialogue with colleagues in the nursing profession as well as experts in related fields. The program also provides in-house educational offerings and consultation to health care agencies in the state. Such offerings are designed to meet specific agency needs.

Activities are coordinated with other professional groups, institutions and health-related agencies in the state to encourage cooperative planning and interprofessional programming.

The School of Nursing Program 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.

Continuing education units (CEUs), are awarded to participants completing offerings sponsored or co-sponsored by the School of Nursing. The University of Maryland School of Nursing is accredited as a provider of continuing education in nursing by the Eastern Regional Accrediting Committee of the American Nurses Association.



ADMINISTRATION AND FACULTY

UNIVERSITY OF MARYLAND

Board of Regents

Geraldine Aronin
Joel A. Carrington, D.Ed.
The Honorable Wayne A. Cawley, Jr., *Ex officio*
Betty R. Coss
Frank J. De Francis
John J. Mattras, Jr.
George V. McGowan
A. Paul Moss
Julius A. Rainess
Allen L. Schwait
Constance C. Stuart
Robert F. Tardio
Albert W. Turner
Rodney Lydell Tyson
John W.T. Webb

Central Administration

John S. Toll, Ph.D., *President*
Raymond J. Miller, Ph.D., *Vice President for
Agricultural Affairs*
Donald L. Myers, M.B.A., *Vice President for
General Administration*
Patricia S. Florestano, Ph.D., *Vice President for
Governmental Relations*
David S. Sparks, Ph.D., *Vice President for
Academic Affairs, Graduate Studies and
Research*
Robert G. Smith, M.A., *Vice President for
University Relations*
Jean E. Spencer, Ph.D., *Acting Vice President
for Policy and Planning*

UNIVERSITY OF MARYLAND AT BALTIMORE

Edward N. Brandt Jr., M.D., Ph.D., *Chancellor*
John M. Dennis, M.D., *Vice Chancellor,
Academic Affairs*
Charles W. Tandy, M.B.A., *Vice Chancellor,
Administration*
Barbara C. Hansen, Ph.D., *Vice Chancellor,
Graduate Studies and Research*
Doreen Rosenthal, M.L.A., *Acting Vice
Chancellor, Institutional Advancement*
Morton I. Rapoport, M.D., *President and Chief
Executive Officer, University of Maryland
Medical System*
Errol L. Reese, D.D.S., *Dean, Dental School*
Michael J. Kelly, LL.B., *Dean, School of Law*
John M. Dennis, M.D., *Dean, School of Medicine*
Nan B. Hechenberger, Ph.D., *Dean, School of
Nursing*
William J. Kinnard, Jr., Ph.D., *Dean, School
of Pharmacy*
Ruth H. Young, D.S.W., *Dean, School of Social
Work and Community Planning*



SCHOOL OF NURSING

Administration

Nan B. Hechenberger, Dean and Professor, B.S., Villanova University, 1956; M.S., Catholic University of America, 1959; Ph.D., 1974; (RN).
Frieda M. Holt, Associate Dean for Graduate Studies and Professor, B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN).
Mary Rapson, Associate Dean for Undergraduate Studies and Assistant Professor, B.S., University of Maryland, 1961; M.S., 1967; Ph.D., 1980; (RN).
Ann S. Madison, Assistant Dean for Academic Services and Associate Professor, B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN).
Barbara Byfield, Assistant Dean for Continuing Education and Faculty Development and Assistant Professor, B.S., D'Youville College, 1967; M.S., University of California, 1971; (RN).

Mary Etta Mills, Assistant Dean for Clinical Affairs and Vice President for Nursing Services, University of Maryland Medical System, B.S.N., University of Maryland 1971; M.S., 1973; Sc.D., Johns Hopkins University, 1979; (RN).
Helen R. Kohler, Director, Outreach Projects and Associate Professor, B.S., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina, 1974; (RN).
Elizabeth R. Lenz, Director, Doctoral Program and Professor, B.S.N., DePauw University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976; (RN).
Ada Jacox, Director, Center for Nursing and Health Services Research and Professor, B.S., Columbia University, 1959; M.S., Wayne State University, 1965; Ph.D., Case Western Reserve University, 1969; (RN).

Barbara Spivack, Director, Student Services, A.B., Michigan State University, 1965; M.S., 1969.

Judith A. Baillieul, Director, Admissions and Academic Progressions, B.A., State University of New York, Albany, 1971; M.S., Teachers College, Columbia University, 1972; Ed.D., 1979.

Barbara Heller, Chairperson, Nursing Education, Administration and Health Policy and Professor, B.S., Boston University, 1962; M.S.N., Adelphi University, 1966; Ed.M., Teachers College, Columbia University, 1971; Ed.D., 1973; (RN).

M. Virginia Ruth, Chairperson, Community Health, Maternal-Child and Primary Care Nursing and Associate Professor, B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P.H., Johns Hopkins University, 1976; (RN).

Patricia Prescott, Chairperson, Psychophysiological Nursing and Professor; B.S., University of California, 1965; M.S., 1967; M.A., University of Denver, 1974; Ph.D., 1977; (RN).

Lesley Perry, Chairperson, Registered Nurse Program and Assistant Professor, B.S., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; Ph.D., University of Maryland, 1982; (RN).

Elizabeth C. Arnold, Chairperson, Senior Year and Assistant Professor, B.S., Georgetown University, 1961; M.S., Catholic University of America, 1964; Ph.D., University of Maryland, 1984; (RN).

Elizabeth Rankin, Chairperson, Junior Year and Assistant Professor, B.S.N., University of Maryland, 1970; M.S., 1972; Ph.D., 1979; (RN).

Nurses Alumni Association Officers for 1987-88

H. Jane Wobbeking, *President*

Thelma Kleckner, *Second Vice President*

Elaine Woodburn Crow, *Secretary/Treasurer*

Miriam Croft Dunbar, *Recording Secretary*

Board of Directors

Barbara Broach

Flora Hickman

Norma Z. Smith

Christine Raab Weber

Faculty

Adams, Deborah, Assistant Professor (Pediatric Nursing), B.S.N., University of Virginia, 1976; M.S.N., University of North Carolina, 1980; (RN).

Arnold, Elizabeth C., Chairperson, Senior Year and Assistant Professor (Psychiatric Nursing), B.S., Georgetown University, 1961; M.S., Catholic University of America, 1964; Ph.D., University of Maryland, 1984; (RN).

Baldwin, Beverly, Assistant Professor (Gerontological Nursing), B.S.N., Northwestern State University, 1966; M.S., University of Iowa, 1970; M.A., University of New Orleans, 1975; Ph.D., University of Kentucky, 1984; (RN).

Bausell, R. Barker, Associate Professor, Center for Nursing and Health Services Research, B.S., University of Delaware, 1968; Ph.D., 1976.

Bayne, Marilyn, Assistant Professor (Medical-Surgical Nursing), B.S., University of Maryland, 1974; M.S., 1977; (RN).

Beaumont, Christine, Instructor (Medical-Surgical Nursing), B.S.N., University of Maryland, 1975; M.S., 1977; (RN).

Bille, Donald, Professor (Nursing Education, Administration, & Health Policy), B.S.N., University of Wisconsin, 1966; M.S.N., Marquette University College of Nursing, 1971; Ph.D., University of Wisconsin, 1975; (RN).

Boyle, Wynn, Instructor (Pediatric Nursing), B.S.N., Johns Hopkins University, 1978; M.S., University of Maryland, 1986; (RN).

Boland, Barbara, Assistant Professor (Medical-Surgical Nursing) B.S., Catherine Spaulding College, 1960; M.S., University of Maryland, 1973; (RN).

Braun, Rita, Assistant Professor (Nursing Education, Administration and Health Policy), B.S.N., St. Louis University, 1964; M.S.N., Catholic University of America, 1966; (RN).

Brooks, Naomi, Assistant Professor (Community Health Nursing), B.S., University of Maryland, 1961; M.S., 1976; (RN).

Brownell, Ruth, Assistant Professor (Adult Primary Care), B.S., University of Maryland, 1974; M.S., 1981; Ph.D., 1986; (RN).

Buch, Karen, Instructor (Primary Care Nursing), B.S.N., University of Maryland, 1974; M.S., 1981; (RN).

Byfield, Barbara, Assistant Dean for Continuing Education and Faculty Development and Assistant Professor, B.S., D'Youville College, 1967; M.S., University of California, 1971; (RN).

Cahill, Cheryl A., Assistant Professor (Medical-Surgical Nursing), B.S.N., Boston College, 1971; M.N., University of Washington, 1973; Ph.D., University of Michigan, 1983; (RN).

Cain, Ann M., Professor (Psychiatric Nursing), B.S., Ohio State University, 1956; M.S., University of Colorado, 1959; Ph.D., University of Maryland, 1972; (RN).

Campbell, Kathe, Instructor (Pediatric Nursing), B.S., University of Maryland, 1972; M.S., 1977; (RN).

Carson, Verna J., Assistant Professor (Psychiatric Nursing), B.S., University of Maryland, 1968; M.S., 1973; (RN).

Cassidy, Jean E., Assistant Professor (Maternal-Child Nursing), B.S.N., St. Anselm's College, 1964; M.P.H., Johns Hopkins University, 1973; Dr.P.H., 1981; (RN).

Cooley, Marcia, Instructor (Psychiatric Nursing), B.S.N., Indiana University, 1973; M.S., University of Maryland, 1980; (RN).

Coyle, Susan, Instructor (Community Health Nursing), B.S.N., Towson State University, 1975; M.S.N., University of Maryland, 1983; (RN).

Creasia, Joan, Assistant Professor (Medical-Surgical Nursing), B.S.N., University of Vermont, 1964; M.S.N., University of Maryland, 1977; Ph.D., 1987; (RN).

Cusson, Regina, Assistant Professor (Maternal-Child Nursing), B.S., St. Joseph's College, 1971; M.S., University of Maryland, 1978; (RN).

Damrosch, Shirley P., Associate Professor, Center for Nursing and Health Services Research, B.A., Ohio State University, 1954; Ph.D., University of Minnesota, 1975.

DeLuca, Kathleen E., Instructor (Medical-Surgical Nursing), B.S.N., St. Louis University, 1971; M.S.N., Catholic University of America, 1977; (RN).

Deutschendorf, Amy, Instructor (Medical-Surgical Nursing), B.S.N., Case Western Reserve University, 1972; M.S., University of Maryland, 1977; (RN).

Edmunds, Marilyn, Associate Professor (Primary Care Nursing), B.S., Brigham Young University, 1964; M.S., De Pauw University, 1970; Ph.D., 1986; (RN).

Eells, Mary Ann, Associate Professor (Community Health Nursing), B.S., State University of New York, 1955; M.S., University of Rochester, 1968; Ed.D., 1970; (RN).

Fegley, Barbara, Assistant Professor (Maternal-Child Nursing), B.S. College Misericordia, 1970; M.S., University of Pennsylvania, 1974; Ph.D., University of Rochester, 1984; (RN).

Feroli, Kathleen, Instructor (Pediatric Nursing), B.S.N., University of Maryland, 1973; M.S., 1980; (RN).

Fontaine, Dorothy, Assistant Professor (Trauma/Critical Care Nursing), B.S., Villanova University, 1972; M.S., University of Maryland, 1977; Ph.D., 1987; (RN).

Fortier, Julie C., Assistant Professor (Maternity Nursing), B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1968; Ph.D., 1984; (RN).

Gift, Audrey, Assistant Professor (Medical-Surgical Nursing), B.S.N., Teachers College, Columbia University, 1967; M.S., University of Pennsylvania, 1969; Ph.D., University of Maryland, 1984; (RN).

Goddard-Truitt, Victoria, Instructor (Pediatric Nursing), B.S.N., Wagner College, 1976; M.S., University of Kentucky, 1981; (RN).

Grady, Patricia, Assistant Professor (Physiology), B.S., Georgetown University, 1966; University of Maryland, 1968; Ph.D., 1976; (RN).

Guberski, Thomasine, Assistant Professor (Primary Care Nursing), B.S., American International College, 1964; M.S., University of Michigan, 1969; Ph.D., University of Maryland, 1985; (RN).

Gunnett, Ann E., Assistant Professor (Medical-Surgical Nursing), B.S., University of Maryland, 1968; M.S., Case Western Reserve University, 1975; (RN).

Hale, Shirley L., Associate Professor (Psychiatric Nursing), B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960; Ph.D., 1974; (RN).

Hanley, Barbara, Assistant Professor (Nursing Education, Administration and Health Policy), B.S., Boston College, 1966; M.S., University of Colorado, 1971; Ph.D., University of Michigan, 1983; (RN).

Hardman, Margaret A., Assistant Professor (Maternity Nursing), B.S., University of Oregon, 1955; M.S., University of Maryland, 1972; (RN).

Haymaker, Sharon R., Assistant Professor (Primary Care Nursing), B.S.N., University of Maryland, 1970; M.S.N., Case Western Reserve University, 1973; Ph.D., Johns Hopkins University, 1984; (RN).



Hechenberger, Nan B., Dean and Professor, B.S., Villanova University, 1956; M.S., Catholic University of America, 1959; Ph.D., 1974; (RN).

Heller, Barbara, Chairperson, Nursing Education, Administration and Health Policy and Professor, B.S., Boston University, 1962; M.S.N., Adelphi University, 1966; Ed.M., Teachers College, Columbia University, 1971; Ed.D., 1973; (RN).

Hetherington, Susan, Professor (Maternal-Child Nursing), B.S.N., University of Michigan, 1957; M.P.H., Johns Hopkins University, 1965; Dr.P.H., 1974; (RN).

Holt, Frieda M., Associate Dean for Graduate Studies and Professor, B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN).

Ingber, Iris, Instructor (Maternal-Child Nursing), B.S., University of Maryland, 1971; M.S., University of Maryland, 1976; (RN).

Ismeurt, Robert, Assistant Professor (Medical-Surgical Nursing), B.S.N., Florida State University, 1974; M.S., Arizona State University, 1982; Ph.D., University of Texas at Austin, 1986; (RN).

Jacox, Ada, Director, Center for Nursing and Health Services Research and Professor, B.S., Columbia University, 1959; M.S., Wayne State University, 1965; Ph.D., Case Western Reserve University, 1969; (RN).

Keifer, Judy, Instructor (Medical-Surgical Nursing), B.S.N., University of Maryland, 1975; M.S., 1986; (RN).

Keller, Lorraine, Instructor (Community Health Nursing), B.S.N., University of Bridgeport, 1970; M.S., University of Colorado, 1973; (RN).

Kennedy, Patricia H., Assistant Professor (Psychiatric Nursing), B.S., University of Maryland, 1962; M.S., 1963; (RN).

Kjerulf, Kristen H., Assistant Professor, Center for Nursing and Health Services Research, B.A., University of California, 1971; M.A., University of Illinois, 1975; Ph.D., 1977.

Kleeman, Karen M., Assistant Professor (Medical-Surgical Nursing), B.S., Columbia Union College, 1968; M.S., University of Colorado, 1971; Ph.D., University of Maryland, 1983; (RN).

Kohler, Helen R., Director, Outreach Programs and Associate Professor (Community Health Nursing), B.S., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina, 1974; (RN).

Kreider, Mildred S., Associate Professor (Medical-Surgical Nursing), B.S.N., Goshen College, 1958; M.S., University of Maryland, 1968; Ph.D., 1976; (RN).

Lenz, Elizabeth R., Director of Doctoral Program and Professor, B.S.N., De Pauw University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976; (RN).

Linthicum, Louise R., Associate Professor (Maternal-Child Nursing), B.S., Johns Hopkins University, 1959; M.S., University of Maryland, 1964; Ph.D., 1975; (RN).

Littleton, Marguerite, Assistant Professor (Trauma/Critical Care Nursing), B.S.N., Medical College of Georgia, 1976; M.S.N., 1977; D.N.Sc., Rush University, 1985; (RN).

McCarthy, Mary, Assistant Professor (Nursing Education, Administration and Health Policy), B.S.N., University of Western Ontario, 1947; M.S.N., St. Louis University, 1964; M.Ed., Teachers College, Columbia University 1970; Ed.D., 1974; (RN).

McElroy, Evelyn M., Associate Professor (Psychiatric Nursing), B.S., University of Colorado, 1961; M.S., University of Maryland, 1966; Ph.D., 1973; (RN).

McEntee, Margaret A., Assistant Professor of Nursing (Medical-Surgical Nursing), B.S., Seton Hall University, 1968; M.S., University of Maryland, 1973; Ph.D., 1983; (RN).

McMullen, Patricia C., Instructor (Maternal-Child Nursing), B.S.N., University of Maryland, 1975; M.S., 1981; J.D., 1986; (RN).

Madison, Ann, Assistant Dean for Academic Services and Associate Professor, B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN).

Maurer, Frances, Instructor (Medical Surgical Nursing) B.S., California State University, 1977; M.S., University of Maryland, 1979; (RN).

Mazzocco, Gail, Instructor (Medical-Surgical Nursing), B.S., University of Maryland, 1972; M.S., 1974; (RN).

Merker, Matilda, Instructor (Psychiatric-Mental Health Nursing), B.S.N., Medical College of Virginia, 1965; M.S., Virginia Commonwealth University, 1975; (RN).

Michael, Michelle, Assistant Professor (Pediatric Nursing), B.S.N., Creighton University, 1968; M.S., University of Maryland, 1974; Ph.D., 1984; (RN).

Morgan, Ann, Assistant Professor (Psychiatric Nursing), B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN).

Morton, Patricia Gonce, Assistant Professor (Medical Surgical Nursing), B.S., Loyola College, 1974; B.S., Johns Hopkins University, 1977; M.S., University of Maryland, 1979; (RN).

Mullin, Virginia, Assistant Professor (Medical-Surgical Nursing), B.S., St. Anselm College, 1957; M.S., St. John's University, 1962; (RN).

Murphy, Kathleen, Instructor (Pediatric Nursing), B.S., University of Maryland, 1973; M.S., 1982; (RN).

Neal, Margaret T., Assistant Professor (Psychiatric Nursing), B.S., Southern Missionary College, 1965; M.S.N., Catholic University of America, 1970; (RN).

Nudelman, Emily, Instructor (Psychiatric-Mental Health Nursing), B.S.N., Boston University, 1980; M.S., University of Maryland, 1986; (RN).

O'Brien, Eileen, Assistant Professor (Pediatric Nursing), B.S.N., University of Pittsburgh, 1973; M.S., Catholic University of America, 1977; Ph.D., 1986; (RN).

O'Mara, Ann M., Assistant Professor (Medical-Surgical Nursing), B.S.N., State University of New York, 1972; M.S.N., Catholic University of America, 1977; (RN).



Parker, Barbara J., Assistant Professor (Psychiatric Nursing), B.S., University of Illinois, 1968; M.S., University of Maryland, 1972; Ph.D., 1986; (RN).

Parks, Peggy, Associate Professor, Center for Nursing and Health Services Research, B.A., Park College, 1969; M.A., George Peabody College, 1974; Ph.D., 1976.

Peddicord, Karen S., Assistant Professor (Maternal-Child Nursing), B.S.N., University of Maryland, 1970; M.S., 1972; (RN).

Perry, Lesley, Chairperson, Registered Nurse Program and Assistant Professor (Maternal-Child Nursing), B.S., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; Ph.D., University of Maryland, 1982; (RN).

Prescott, Patricia, Chairperson, Psychophysiological Nursing and Professor, B.S., University of California, 1965; M.S., 1967; M.A., University of Denver, 1974; Ph.D., 1977; (RN).

Proulx, Joseph R., Professor (Nursing Education, Administration and Health Policy), B.S., University of Bridgeport, 1961; M.S.N., University of Pennsylvania, 1966; Ed.D., Teachers College, Columbia University, 1972; (RN).

Pruitt, Rosanna, Instructor (Community Health Nursing), B.S.N., Emory University, 1974; M.N., University of South Carolina, 1979; (RN).

Ramirez, Carmen, Assistant Professor (Pediatric Nursing), B.S., University of Texas, 1973; M.S., University of California, San Francisco, 1975; Ph.D., University of Oregon, 1981; (RN).

Rankin, Elizabeth, Chairperson, Junior Year and Associate Professor, (Psychiatric Nursing), B.S.N., University of Maryland, 1970; M.S., 1972; Ph.D., 1979; (RN).

Rapson, Mary, Associate Dean, Undergraduate Studies and Assistant Professor, B.S., University of Maryland, 1961; M.S., 1967; Ph.D., 1980; (RN).

Rawlings, Norma R., Assistant Professor (Maternity Nursing), B.S., Winston-Salem University, 1964; M.S., University of Maryland, 1968; (RN).

Reese, Kathryn, Instructor (Pediatric Nursing), B.S.N., Towson State University, 1978; M.S., University of Maryland, 1983; (RN).

Robinson, Lisa, Professor (Psychiatric Nursing), B.S., American University, 1961; M.S., University of Maryland, 1965; Ph.D., 1970; (RN).

Romeo, Cathy, Instructor (Maternal-Child Nursing), B.S.N., State University of New York at Plattsburgh, 1979; M.S.N., Catholic University of America, 1982; (RN).

- Rudner, Nancy**, Instructor (Primary Care Nursing), B.A., University of Connecticut, 1975; M.S.N., Pace University, 1979; M.P.H., University of North Carolina, 1983; (RN).
- Ruth, M. Virginia**, Chairperson, Community Health, Maternal-Child and Primary Care Nursing and Associate Professor, B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr.P.H., Johns Hopkins University, 1976; (RN).
- Ryan, Judith W.**, Research Assistant Professor, B.S., University of Connecticut, 1965; M.S., Boston University, 1967; Ph.D., University of Maryland, 1984; (RN).
- Scholler-Jaquish, Alwilda**, Instructor (Medical Surgical Nursing), B.S.N., Arizona State University, 1970; M.N., University of California, Los Angeles, 1972; (RN).
- Scott, Doris E.**, Assistant Professor (Psychiatric Nursing), B.S.N., Dillard University, 1963; M.S., Boston University, 1968; Ph.D., University of Maryland, 1986; (RN).
- Seff, Sandra**, Assistant Professor (Maternity Nursing), B.S., Johns Hopkins University, 1973; M.P.H., 1976; Dr.P.H., 1982; (RN).
- Shelley, Sonya I.**, Professor, Center for Nursing and Health Services Research, B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1973.
- Skinner, Suzanne**, Instructor (Medical Surgical Nursing), B.S.N., University of Maryland, 1976; M.S., 1979; (RN).
- Smith, Claudia M.**, Assistant Professor (Community Health Nursing), B.S., University of Maryland, 1965; M.P.H., University of North Carolina, 1971; (RN).
- Soeken, Karen**, Associate Professor, Center for Nursing and Health Services Research, B.A., Valparaiso University, 1965; M.A., University of Maryland, 1970; Ph.D., 1979.
- Spellbring, Ann Marie**, Associate Professor (Medical-Surgical Nursing), B.S.N., University of Pennsylvania, 1967; M.S., University of Maryland, 1973; (RN).
- Sphritz, Deborah R.**, Instructor (Medical-Surgical Nursing), B.S.N., University of Maryland; M.S., 1982; (RN).
- Spivack, Barbara J.**, Director of Student Services, A.B., Michigan State University, 1965; M.A., 1969.
- Spunt, Debra**, Instructor (Medical-Surgical Nursing), B.S.N., University of Maryland, 1979; M.S., 1983; (RN).
- Stevens, Georgia**, Research Assistant Professor, B.S., Duke University, 1972; M.S., Catholic University, 1976; (RN).
- Stilwell, Edna**, Assistant Professor (Gerontological Nursing), B.S.N., University of Maryland, 1962; M.S., 1972; Ph.D., 1981; (RN).
- Strasser, Judith**, Instructor (Community Health Nursing), B.S., Villanova University, 1970; M.S., University of Maryland, 1975; D.N.Sc., Catholic University of America, 1984; (RN).
- Strickland, Ora**, Associate Professor (Maternal-Child Nursing), 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).
- Sullivan, Patricia A.**, Assistant Professor (Nursing Education, Administration and Health Policy), B.S., Mount St. Mary College, 1965; B.S.N., St. Anselm College, 1970; M.S., Boston University, 1972; S.M., Harvard University, 1977; Sc.D., 1981; (RN).
- Suppe, Frederick**, Professor (Philosophy),* A.B., University of California, 1962; A.M., University of Michigan, 1964; Ph.D., 1967.
- Thomas, Sue**, Associate Professor (Medical Surgical Nursing), B.S., University of Maryland, 1969; M.S., 1972; Ph.D., 1979; (RN).
- Trotter, Jean**, Assistant Professor (Community Health Nursing), B.S., University of Maryland, 1972; M.S., 1977; (RN).
- Ullione, Margaret S.**, Instructor (Family Health Nursing), B.S.N., Columbia University, 1975; M.S.N., University of Akron, 1981; (RN).
- Von Rueden, Kathryn**, Instructor (Trauma/Critical Care Nursing), B.S.N., Georgetown University, 1977; M.S.N., University of Minnesota, 1982; (RN).
- Walker, Marcus L.**, Associate Professor (Medical-Surgical Nursing), B.S., Teachers College, Columbia University, 1957; M.S., 1959; M.P.H., Johns Hopkins University, 1972; Sc.D., 1976; (RN).
- Waltz, Carolyn F.**, Coordinator for Evaluation and Professor, B.S., University of Maryland, 1963; M.S., 1968; Ph.D., University of Delaware, 1975; (RN).
- Weisburger, Linda**, Instructor (Pediatric Nursing), B.S.N., University of Maryland, 1972; M.S., 1975; (RN).
- Wilkinson, Mary Ann**, Instructor (Medical-Surgical Nursing), B.S.N., University of Southwestern Louisiana, 1971; M.S.N., University of Texas, 1977; (RN).
- Wimbush, Frances**, Assistant Professor (Medical Surgical Nursing), B.S.N., University of Maryland, 1976; M.S., 1979; (RN).
- Winkelstein, Marilyn**, Assistant Professor (Maternal-Child Nursing), B.S., University of Maryland, 1972; M.S., 1979; (RN).
- Wolfe, Mary L.**, Associate Professor, Center for Nursing and Health Services Research, A.B., Western Reserve University, 1949; M.A., Bryn Mawr College, 1967; Ph.D., University of Delaware, 1974.
- Wright, Jonelle E.**, Assistant Professor, Nursing Education, Administration and Health Policy, B.S.N., Point Lomo College, 1974; M.S.N., Oral Roberts University, 1981; Ph.D., University of Texas, 1984; (RN).
- Wyatt, Janet**, Assistant Professor (Community Health Nursing), B.S.N., Keuka College, 1971; M.S.N., University of Alabama, 1974; (RN).

**Joint appointment with another department.*



POLICY STATEMENTS

Statement of Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity

PREAMBLE

At the heart of the academic enterprise are learning, teaching, and scholarship. In universities these are exemplified by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. In the traditions of the academic enterprise, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the university and the student, they are nevertheless conventions which the university believes to be central to the learning and teaching process.

FACULTY RIGHTS AND RESPONSIBILITIES

1. Faculty shall share with students and administration the responsibility for academic integrity.
2. Faculty are accorded freedom in the classroom to discuss subject matter reasonably related to the course. In turn they have the responsibility to encourage free and honest inquiry and expression on the part of students.
3. Faculty are responsible for the structure and content of their courses, but they have responsibility to present courses that are consistent with their descriptions in the university catalog. In addition, faculty have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.
4. Faculty are obligated to evaluate students fairly and equitably in a manner appropriate to the course and its objectives. Grades shall be assigned without prejudice or bias.



5. Faculty shall make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and examinations, through the careful safeguarding of course materials and examinations, and through regular reassessment of evaluation procedures.
6. When instances of academic dishonesty are suspected, faculty shall have the right and responsibility to see that appropriate action is taken in accordance with university regulations.

STUDENT RIGHTS AND RESPONSIBILITIES

1. Students shall share with faculty and administration the responsibility for academic integrity.
2. Students shall have the right of inquiry and expression in their courses without prejudice or bias. In addition, students shall have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
3. Students shall have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
4. Students shall have the right to be evaluated fairly and equitably in a manner appropriate to the course and its objectives.
5. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such assistance as may be specified or approved by the instructor is allowed.
6. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
7. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

INSTITUTIONAL RESPONSIBILITY

1. Campuses or appropriate administrative units of the University of Maryland shall take appropriate measures to foster academic integrity in the classroom.
2. Campuses or appropriate administrative units shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students guilty of acts of academic dishonesty.
3. Campuses or appropriate administrative units shall take steps to determine how admission or matriculation shall be affected by acts of academic dishonesty on another campus or at another institution. No student suspended for disciplinary reasons at any campus of the University of Maryland shall be admitted to any other University of Maryland campus during the period of suspension.

(Adopted May 8, 1981, by the Board of Regents)

Service to Those with Infectious Diseases

It is the policy of the University of Maryland at Baltimore to provide education and training to students for the purpose of providing care and service to all persons. The institution will employ appropriate precautions to protect providers in a manner meeting the patients' or clients' requirements, yet protecting the interest of students and faculty participating in the provision of such care or service.

No student will be permitted to refuse to provide care or service to any assigned person in the absence of special circumstances placing the student at increased risk for an infectious disease. Any student who refuses to treat or serve an assigned person without prior consent of the school involved will be subject to penalties under appropriate academic procedures, such penalties to include suspension or dismissal.

The University of Maryland Position on Acts of Violence and Extremism Which Are Racially, Ethnically, Religiously or Politically Motivated

The Board of Regents strongly condemns criminal acts of destruction or violence against the person or property of others. Individuals committing such acts at any campus or facility of the university will be subject to swift campus judicial and personnel action, including possible expulsion or termination, as well as possible state criminal proceedings.



The University of Maryland School of Nursing is an affirmative action, equal opportunity institution. It adheres to all federal and state laws and regulations on discrimination regarding race, color, religion, age, national origin or sex and physical or mental handicap.

Students are considered for admission to the University of Maryland School of Nursing without regard to race, color, creed or sex. It is the objective of the school to enroll students with diversified backgrounds in order to make the educational experience more meaningful for each individual.

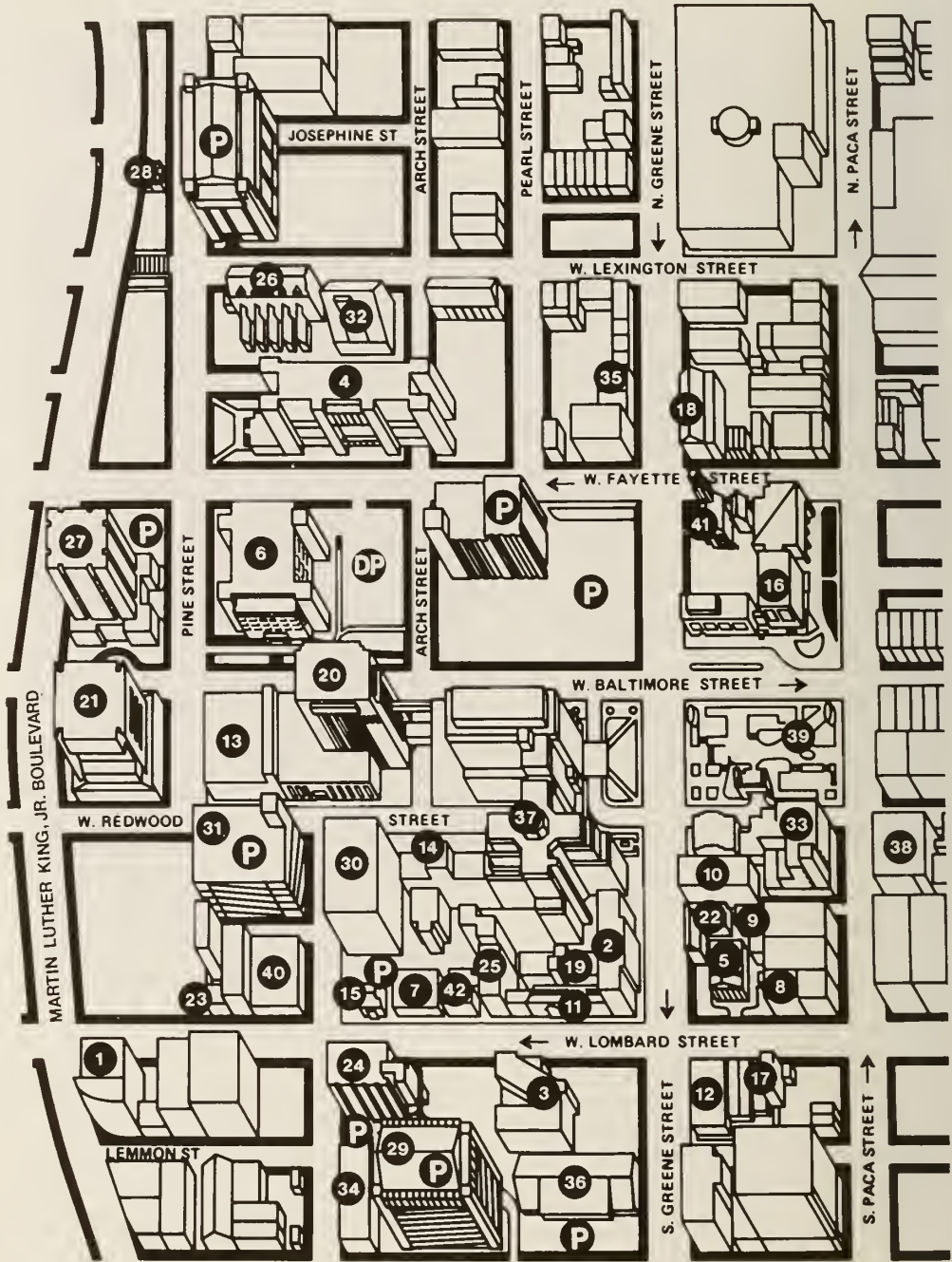
No provision of this publication shall be construed as a contract between any applicant or student and the University of Maryland. The university reserves the right to change any admission or advancement requirement at any time. The university further reserves the right to ask a student to withdraw at any time when it is considered to be in the best interest of the university.

CAMPUS MAP

UNIVERSITY OF MARYLAND AT BALTIMORE

University & Campus-Related Buildings

1. Administration Building
737 W. Lombard St.
2. Allied Health Professions Building
32 S. Greene St.
3. Baltimore Student Union
621 W. Lombard St.
4. (Walter P.) Carter Center
630 W. Fayette St.
5. Davidge Hall
522 W. Lombard St.
6. Dental School
Hayden Harris Hall
666 W. Baltimore St.
7. Dunning Hall
636 W. Lombard St.
8. East Hall
520 W. Lombard St.
9. Gray Laboratory
520 W. Lombard St.
10. Greene Street Building
29 S. Greene St.
11. Health Sciences Building
610 W. Lombard St.
12. Health Sciences Library
111 S. Greene St.
13. Howard Hall
660 W. Redwood St.
14. Institute of Psychiatry and
Human Behavior
645 W. Redwood St.
15. Kelly Memorial Building
650 W. Lombard St.
16. Law School and
Law Library
500 W. Baltimore St.
17. Lombard Building
511 W. Lombard St.
18. Maryland Bar Center
520 W. Fayette St.
19. Maryland Institute for
Emergency Medical Services
Systems, Shock Trauma
Center,
22 S. Greene St.
20. Medical School
Frank C. Bressler Research
Building, 655 W. Baltimore St.
21. Medical School Teaching Facility
10 S. Pine St.
22. Medical Technology
31 S. Greene St.
23. Newman Center
712 W. Lombard St.
24. Nursing School
655 W. Lombard St.
25. Parsons Hall
622 W. Lombard St.
26. Pascault Row
651-655 W. Lexington St.
27. Pharmacy Hall
20 N. Pine St.
28. Pine Street Police Station
214 N. Pine St.
29. Pratt Street Garage and Athletic
Center, 646 W. Pratt St.
30. R Adams Cowley, M.D.
Shock Trauma Center
(under construction),
Penn and Redwood Streets.
31. Redwood Hall
721 W. Redwood St.
32. Ronald McDonald House
635 W. Lexington St.
33. School of Social Work and
Community Planning
525 W. Redwood St.
34. State Medical Examiner's
Building, 111 Penn St.
35. Tuerk House (under construction)
104-112 N. Greene St.
36. University Health Center
120 S. Greene St.
37. University of Maryland Medical
System, 22 S. Greene St.
38. University of Maryland
Professional Building and
University Club
419-421 W. Redwood Street.
39. University Plaza and Garage
Redwood and Greene Sts.
40. Western Health Center
700 W. Lombard St.
41. Westminster Hall
515 W. Fayette St.
42. Whitehurst Hall
624 W. Lombard St.







The University of Maryland
School of Nursing
655 West Lombard Street
Baltimore, Maryland 21201