

SCHOOL OF NURSING 1976-1978

University of Maryland
at Baltimore

FOR ADDITIONAL INFORMATION

UNIVERSITY OF MARYLAND AT BALTIMORE (UMAB)

<i>Program Information</i>	Office of Dean School of Nursing, University of Maryland 655 W. Lombard Street, Baltimore 21201
<i>Undergraduate</i>	528-6282 528-7503
<i>Graduate</i>	528-6711 or 12
<i>Admissions or registration</i> (upper division students only)	Office of Admissions and Registrations University of Maryland Howard Hall, Room 132 660 W. Redwood Street, Baltimore 21201

UNIVERSITY OF MARYLAND AT COLLEGE PARK (UMCP)

<i>Program Information</i>	Room 209, Turner Laboratory, College Park 20742
<i>Admissions or registration</i>	Office of Admissions and Registrations University of Maryland North Administration Building College Park 20742

UNIVERSITY OF MARYLAND—BALTIMORE COUNTY (UMBC)

<i>Admissions or registration</i>	Office of Admissions and Registrations UMBC 5401 Wilkens Avenue, Baltimore 21228
-----------------------------------	--

UNIVERSITY OF MARYLAND—EASTERN SHORE (UMES)

<i>Admissions or registration</i>	Office of Admissions and Registrations University of Maryland—Eastern Shore Princess Anne, Md. 21853
-----------------------------------	--

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

University of Maryland School of Nursing Assessment Form

Lower Division Requirements	Credit	Credit Earned	Grade	Q.P.	School	Years Taken
English Composition	3					
Chemistry with Laboratory (including organic content)	6-8					
Human Anatomy and Physiology with Laboratory	6-8					
Microbiology (with laboratory)	4					
Social Sciences (12 cr. - includes sociology, psychology, anthro- pology, political science, eco- nomics, geography) One course <u>must</u> be in sociology and one <u>must</u> be psychology	3					
	3					
	3					
	3					
Humanities (15 cr.) Need courses from at least 3 of the following areas: Literature, language, fine arts, history, philosophy, mathematics	3					
	3					
	3					
	3					
	3					
Nutrition	3					
Admission G.P.A.						
Electives						
Matriculation G.P.A.						

Rules* for Completing the Assessment Form

1. Human anatomy and physiology, chemistry and microbiology must be courses taken by students who plan to or could use them as credits toward a major in these areas. In other words, they cannot be terminal courses for non-majors; i.e., students majoring in nursing, physical education, etc. (An exception to this policy is made for students attending UMBC.)
2. Required natural science courses (chemistry, microbiology and human anatomy and physiology) must include laboratory experience.
3. Courses in religion will be accepted in transfer when they have been taught within a framework which oversteps specific sectarian concerns and/or dogma. Religion courses whose content is exclusively/primarily limited to sectarian dogma will not be accepted in transfer.
4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy.
5. Humanities credit will be given one "studio" course in the fine arts; i.e., class in piano, painting, etc.) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).
6. "D's" are not transferable for anatomy and physiology and microbiology from either in-state or out-of-state institutions.
7. "D's" are not transferable from out-of-state public or private institutions or from private colleges within the State of Maryland.
8. Courses taken on a Pass/Fail basis may be used for elective credits only.
9. Credits earned in courses titled Human Growth and Development are not applicable toward preprofessional course requirements. (This content is taught within the School of Nursing (Junior Year).
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. Only a total of 64 applicable credits are transferable and the admission screening g.p.a. is based on the applicable credits which are transferable (excluding elective credits).

*In addition to the Rules found on pages 31, 32, and 33 of the Bulletin.

Students Seeking A Baccalaureate Degree In Nursing Only!!!

ATTENTION! ATTENTION! ATTENTION!!! ATTENTION! ATTENTION!

For admission consideration to the University of Maryland School of Nursing for the Class of 1978 an applicant* must have the results of the Allied Health Professions Admission Test submitted to the Office of Admissions and Progressions located at 655 West Lombard Street, Baltimore, Maryland 21201 by March 1, 1978.

The 1977/78 testing dates are November 19, 1977 and January 21, 1978. Write the Psychological Corporation for an application and brochure. The brochure will provide you with information on cost, testing dates, testing sites and the deadline date for submitting the application to the Psychological Corporation.


The address of the Psychological Corporation is as follows:

ALLIED HEALTH PROFESSIONS ADMISSION TEST
The Psychological Corporation
304 E. 45th Street
New York, New York 10017

Telephone number: (212) 888-3221

*THIS NOTICE DOES NOT APPLY TO A PERSON WHO HAS AN R.N. DIPLOMA
OR AN ASSOCIATE DEGREE IN NURSING.

MAH/vh
7/21/77



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

<http://archive.org/details/nursingc87unse>

**SCHOOL OF
NURSING
1976-78**

UNIVERSITY OF MARYLAND
AT BALTIMORE



CONTENTS

ADMINISTRATION / 4
CALENDAR / 9
GENERAL INFORMATION / 11
RESOURCES / 17
FINANCIAL INFORMATION / 20
STUDENT LIFE / 26
UNDERGRADUATE PROGRAM / 29
GRADUATE PROGRAM / 41
CONTINUING EDUCATION PROGRAM / 60
FACULTY / 62
CAMPUS MAP / 70

ADMINISTRATION



ADMINISTRATION

BOARD OF REGENTS

Dr. B. Herbert Brown, *Chairman*, 1979
Mr. Hugh A. McMullen, *Vice Chairman*, 1980
Dr. Samuel H. Hoover, *Secretary*, 1977
Mr. N. Thomas Whittington, Jr., *Treasurer*, 1980
Mrs. Mary H. Broadwater, *Assistant Secretary*, 1978
Mr. John C. Scarbath, *Assistant Treasurer*, 1980
Mr. Percy M. Chaimson, 1981
Mr. Ralph W. Frey, 1981
Mr. Barry M. Goldman, 1977
The Hon. Young D. Hance, *Ex-officio*
Mr. Edward V. Hurley, 1977
Mr. Gerard F. (Gary) Miles, 1977
Mr. A. Paul Moss, 1978
Mr. Peter F. O'Malley, 1980
The Hon. Joseph D. Tydings, 1979

UNIVERSITY OF MARYLAND CENTRAL ADMINISTRATION

President

Wilson H. Elkins, B.A., University of Texas, 1932; M.A., 1932; B.Litt., Oxford University, 1936; D.Phil., 1936.

Vice President for Academic Affairs

R. Lee Hornbake, B.S., California State College, Pennsylvania, 1934; M.A., Ohio State University, 1936; Ph.D., 1942.

Vice President for General Administration

Donald W. O'Connell, B.A., Columbia University, 1937; M.A., 1938; Ph.D., 1953.

Vice President for Graduate Studies and Research

Michael J. Pelczar Jr., B.S., University of Maryland, 1936; M.S., 1938; Ph.D., State University of Iowa, 1941.

Vice President for Agricultural Affairs and Legislative Relations

Frank L. Bentz Jr., B.S., University of Maryland, 1942; Ph.D., 1952.

Assistant to the President for University Relations

Robert A. Beach, A.B., Baldwin-Wallace College, 1950; M.S., Boston University, 1954.

Vice President for Development

Robert G. Smith, B.S., State University of New York at Geneseo, 1952; M.A., Ohio University, 1956.

UMAB PRINCIPAL ACADEMIC OFFICERS

Dean, Dental School

Errol L. Reese, B.S., Fairmount State College, 1960; M.S., University of Detroit, 1968; D.D.S., University of West Virginia, 1963.

Dean, School of Law

Michael J. Kelly, B.S., Princeton University, 1959; Ph.D., Cambridge University, 1964; LL.B., Yale Law School, 1967.

Dean, School of Medicine

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Dean, School of Nursing

Marion I. Murphy, B.S., University of Minnesota, 1936; M.P.H., University of Michigan, 1946; Ph.D., 1959.

Dean, School of Pharmacy and Dean, Graduate Studies and Research

William J. Kinnard Jr., B.S., University of Pittsburgh, 1953; M.S., 1955; Ph.D., Purdue University, 1957.

Dean, School of Social Work and Community Planning

Daniel Thursz, B.A., Queens College, 1949; M.S.W., Catholic University, 1955; D.S.W., 1959.

UNIVERSITY OF MARYLAND AT BALTIMORE

Chancellor

Albin O. Kuhn, B.S., University of Maryland, 1938; M.S., 1939; Ph.D., 1948.

Vice Chancellor for Health Affairs

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Assistant to the Chancellor

W. Jackson Stenger, B.A., Washington College, 1949; M.A., Georgetown University, 1959; Ph.D., 1965.

Assistant to the Chancellor

Roy Borom, B.A., Wooster College, 1959; M.S.S.A., Western Reserve University School of Applied Social Sciences, 1951.

Director of Admissions and Registrations

Wayne A. Smith, B.S., University of Maryland, 1962.

Director of Business Services

Robert C. Brown, B.A., University of Maryland, 1963.

Director of Computer Services

Frederick Straughn, B.S., University of Baltimore, 1963; M.B.A., Loyola College, Baltimore, 1975.

Director of Personnel

Ronald J. Baril, B.S.Ed., Bridgewater State College, Massachusetts, 1965.

Director of Student Financial Aid

James F. Forsyth, B.A., University of Connecticut, 1966; M.A., University of Michigan, 1968.

Director of Physical Plant

Robert L. Walton, B.S., University of Maryland, 1938.

Director of Student Health Service

Wilfred H. Townshend, B.A., Johns Hopkins University, 1936; M.D., University of Maryland, 1940.

Director of University of Maryland Hospital

G. Bruce McFadden, B.S., Virginia Polytechnic Institute, 1957; M.H.A., Medical College of Virginia, 1961.

Director, University Relations

Walter T. Brown, B.S., University of Maryland, 1964; M.S., American University, 1970.

SCHOOL OF NURSING ADMINISTRATION

- Marion I. Murphy, Dean and Professor of Nursing
B.S., University of Minnesota, 1936; M.P.H., University of Michigan, 1946; Ph.D., 1959; (RN)
- Frieda M. Holt, Associate Dean for Graduate Studies and Associate Professor
B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN)
- Associate Dean for Undergraduate Studies (*Information not available at time of printing*)
- Hazel Johnson, Assistant Dean and Assistant Professor; Director, Walter Reed Army Institute of Nursing
B.S., Villanova University, Pennsylvania, 1959; M.S., Teachers College, Columbia University, 1963; Ph.D., Catholic University of America, 1976; (RN)
- Shirley L. Hale, Assistant Dean and Associate Professor; Coordinator, Mercy Center
B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960; Ph.D., 1974; (RN)
- Malissa Harkleroad, Assistant Dean, Undergraduate Admissions and Progression and Associate Professor
B.S.N., Medical College of Virginia, 1956; M.S.N., University of North Carolina, 1961; Ph.D., Catholic University of America, 1973; (RN)
- Rosetta Sands, Assistant Dean, Undergraduate Curriculum and Assistant Professor
B.S., University of Maryland, 1966; M.S., 1970; (RN)
- Rachel Z. Booth, Chairperson, Primary Health Care and Assistant Professor
B.S., University of Maryland, 1968; M.S., 1970; (RN)
- Hazle Blakeney, Chairperson, Career Development and Professor
B.S., Kansas State College, 1946; M.A., Teacher's College, Columbia University, 1953; Ed.D., 1967; (RN)
- Chairperson, Psychiatric Nursing (*Information not available at time of printing*)
- Betty Shubkagel, Chairperson, Medical and Surgical Nursing and Associate Professor
B.S., University of Maryland, 1954; M.N.Ed., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN)
- Mary V. Neal, Chairperson, Maternal-Child Nursing and Professor
B.S., University of Maryland, 1949; M.Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; (RN)
- M. Virginia Ruth, Chairperson, Community Health Nursing and Associate Professor
B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr.P.H., Johns Hopkins University, 1976; (RN)
- Sonya R. Shelley, Director of Center for Research and Evaluation and Associate Professor
B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1974
- Helen R. Kohler, Director, Special Outreach Project and Associate Professor
B.S., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina, 1974; (RN)
- Frances P. Koonz, Director of Continuing Education and Assistant Professor
B.S., Seton Hall University, 1954; M.S., Catholic University of America, 1961; (RN)
- Ann P. Morgan, Coordinator, Orientation and Faculty Development, and Assistant Professor
B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN)

NURSES' ALUMNI ASSOCIATION

Officers for 1976-77

Verna Zang Martin	President
Susan Wilson Batzer	First Vice President
Eleanor Harrison Greentree	Second Vice President
Jean Warfield Donnelly	Secretary
Sara Whiting	Treasurer

Board of Directors

Doris Alt Heaver
Linda Williams
Ruth Busch Lovett
Alice S. Ottavi



CALENDAR



CALENDAR

UNIVERSITY OF MARYLAND SCHOOL OF NURSING 1976-77 ACADEMIC CALENDAR GRADUATE AND UNDERGRADUATE PROGRAM

FALL SEMESTER 1976

August 23-24	Monday-Tuesday	Registration (undergraduate)
August 25	Wednesday	General Orientation (undergraduate)
August 26	Thursday	Registration (graduate)
August 26	Thursday	Team Orientation (undergraduate)
August 27	Friday	Instruction begins (undergraduate and graduate)
September 6	Monday	Labor Day—HOLIDAY
November 24	Wednesday	Class ends at noon
November 25-26	Thursday-Friday	Thanksgiving—HOLIDAY
November 29	Monday	Classes resume
December 17	Friday	Semester ends (undergraduate and graduate)

WINTER SESSION 1977

December 6-8	Monday-Wednesday	Preregistration for Winter Session
January 3, 1977	Monday	Instruction begins
January 14	Friday	Martin Luther King Jr.'s Birthday—HOLIDAY
January 28	Friday	Session ends

SPRING SEMESTER 1977

February 4	Friday	Late Registration for those failing to preregister
February 7	Monday	Instruction begins
February 21	Monday	Washington's Birthday—HOLIDAY
April 4-8	Monday-Friday	Spring break—HOLIDAY
April 11	Monday	Classes resume
May 30	Monday	Memorial Day—HOLIDAY
June 2	Thursday	Semester ends
June 3	Friday	Commencement—3:00 p.m.



GENERAL INFORMATION



GENERAL INFORMATION

STATEMENT OF PHILOSOPHY

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

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

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

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

The three educational 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 (page 29), the graduate program (page 41), and continuing education (page 60).

HISTORY

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

The original curriculum of the University of Maryland Training School, which required two years for completion, was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the university although administered by the hospital. An optional five-year curriculum was instituted in 1926 combining two years of arts and sciences on the College Park campus and three years at the School of Nursing in Baltimore. Both a Bachelor of Science degree and a Diploma in Nursing were awarded upon completion of the five-year program. This sequence, as well as the three-year hospital school, phased out in 1952 when Dr. Florence M. Gipe, now dean emerita, became dean of the new autonomous four-year program leading to the Bachelor of Science degree in Nursing.

In 1954 the School of Nursing became a department of the Graduate School which awards the degree of Master of Science with a major in nursing to qualified candidates. One of Dean Gipe's lasting contributions to nursing education in the south was her leadership in establishing graduate education within the Nursing Council of the Southern Regional Education Board. Together with the deans of five other Schools of Nursing with accredited graduate programs, she pioneered in setting guidelines and interpreting the need for graduate programs of high quality. (See the Graduate Program for further information concerning advanced study, page 41).



School of Nursing

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

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



University of Maryland Hospital

committees has involved large numbers of nurses in planning for continuing education programs geared to specific interests and needs (See Continuing Education, page 60).

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

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

Since early days, the baccalaureate curriculum has been available to registered nurses who wished to pursue further study. However, in recent years faculty have put forth great effort to encourage nurses who demonstrated motivation and ability to avail themselves of options which increasingly are available to the adult learner in higher education. Admission to the school's integrated upper division clinical program was facilitated by administration of newly designed challenge examinations. Clinical experiences available to R.N.'s provided innovative approaches to meeting objectives of the baccalaureate curriculum. Further evidence of the school's concern for enlarging the pool of baccalaureate prepared nurses in Maryland was the institution in 1975 of an outreach program for "community bound" nurses in Western Maryland and the Eastern Shore.

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

NURSES' ALUMNI ASSOCIATION

Nurses' Alumni Association: Organized in 1895, School of Nursing Alumni 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 awareness of changes taking place in nursing. Although incorporated as Alumnae, the association changed its title to Alumni in 1964 thus establishing the eligibility of men graduates for membership. The historic pin, designed by Tiffany's for the class of 1894, bore the inscription Nurses' Alumni Association until 1970 when, by action of the association, the lettering for future graduates was changed to School of Nursing, University of Maryland. The Nightingale cap, bestowed by the school's founder, Louisa Parsons, remains the property of the alumni association. Since 1968, all baccalaureate graduates of the School of Nursing are eligible to purchase the cap.

THE CAMPUS:

THE UNIVERSITY OF MARYLAND AT BALTIMORE

The tradition of education of the human service professions on the Baltimore campus began with the founding of the School of Medicine in 1807. The Dental School was the first in America; other professional schools in order of date of origin are law, pharmacy,

nursing, and social work and community planning. These professional schools represent a tremendous resource to the community in which they are located. Also, their proximity to one another offers rich opportunity for interprofessional activities of a service and research nature.

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

ACCREDITATION AND MEMBERSHIPS

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

EQUAL OPPORTUNITY

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

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

REGISTRATION ELIGIBILITY ON CAMPUSES WITHIN THE UNIVERSITY OF MARYLAND SYSTEM

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

DETERMINATION OF RESIDENCE

Determination of In-State Status for Admission, Tuition and Charge-Differential Purposes. The Board of Regents of the University of Maryland approved new regulations for the determination of in-state status for admission, tuition and charge-differential purposes effective January 1974. A copy of the regulations may be obtained from the Office of Admissions and Registrations.

INSURANCE COVERAGE

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

RESOURCES



RESOURCES

INSTRUCTIONAL FACILITIES AND RESOURCES

HEALTH SCIENCES LIBRARY

The Health Sciences Library, situated very near the School of Nursing, also serves the schools of medicine, dentistry, pharmacy and social work-community planning. Its resources include more than 146,700 bound volumes and over 2,850 current subscriptions to scientific journals. Study space is provided and a staff of professional librarians assists the student body in the use of library resources.

INSTRUCTIONAL MEDIA CENTER

The School of Nursing offers opportunity for both individual and group learning activities.

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

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

Both the Instructional Media Laboratory and the Skills Laboratory are open during early evening hours and on Saturdays.

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

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

CENTER FOR RESEARCH AND EVALUATION

As nursing moves forward in the establishment of its own theoretical base and explores its relationship to other human services, research, formerly given only token recognition, has assumed new dimensions. The School of Nursing provides introductory courses in research methodology for undergraduate students and more advanced offerings for graduate students. The faculty of the Center for Research and Evaluation, in addition to teaching, are available to assist faculty and graduate students with research design, sampling procedures, techniques of measurement, data collection and analysis as well as preparation of reports and proposals. A specialist in educational evaluation, who joined

the center faculty in 1976, provides leadership in evaluation of curricula and other areas. The School of Nursing has a small Statistical Laboratory where instruction is available to faculty and students. Computer service facilities on both the Baltimore and College Park campuses also are utilized extensively.

School of Nursing faculty participate in a regional research consortium and graduate students from a three-state area meet annually for informal presentations of their research projects. Undergraduate and graduate faculty and interested students share membership in a Research Committee of the School of Nursing. Research of a multidisciplinary nature is increasingly possible as nursing and other health disciplines have identified common problems. The school schedules two "Research Days" during the academic year to highlight such activities as part of its faculty development program.

ALTERNATE CURRICULUM TIMING (ACT) PROGRAM

The school provides a program of studies to meet the needs of undergraduate students whose life experiences preclude them from successfully completing the upper division course work of the nursing major in the usual two academic years. Students enrolling in this program will have academic and personal support services, as well as increased faculty contact needed to promote their growth and successful completion of the program.

Students admitted to the junior class who are desirous of utilizing this option should notify the Office of the Assistant Dean for Admissions and Progression, School of Nursing, UMAB Campus.

CLINICAL PRACTICE FIELDS

Clinical practice fields for the baccalaureate program are provided through arrangements with a wide variety of hospitals and other health agencies. All clinical course work is under the direct supervision of the School of Nursing faculty whether it takes place at the University of Maryland Hospital, the Mercy Hospital Clinical Center, the Walter Reed General Hospital or at any of the other hospital or community facilities used for instruction of nursing students.

The selection and use of clinical facilities by the faculty of the School of Nursing is subject to change in line with needs of students and objectives of the curriculum.



FINANCIAL INFORMATION



FINANCIAL INFORMATION

FEES

EXPENSES

FINANCIAL AID

UNDERGRADUATE PROGRAM**

Applicants and students are directed to review the fees and charges section of the general catalog originating at the campus of their choice. The information given below is minimal and reflects fees and other expenses for the 1976-77 academic year.

UNIVERSITY OF MARYLAND COLLEGE PARK

LOWER DIVISION—Freshman-Sophomore (full-time)—School of Nursing

In-State	Fall Semester	Spring Semester	TOTAL
*Fixed Charges and Mandatory Fees	389.00	389.00	778.00
Board (Full-19 meals per week)	380.00	380.00	760.00
Dormitory	388.00	388.00	776.00
	<hr/> \$1,157.00	<hr/> \$1,157.00	<hr/> \$2,314.00
Out-of-State			
*Fixed Charges and Mandatory Fees	\$1,084.00	\$1,084.00	\$2,168.00
Board (Full-19 meals per week)	380.00	380.00	760.00
Dormitory	438.00	438.00	876.00
	<hr/> \$1,902.00	<hr/> \$1,902.00	<hr/> \$3,804.00

*Mandatory fees include the following: instructional materials, athletics, student activities, recreational facilities, auxiliary facilities and health fee.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Full-time Undergraduate

In-State	Fall Semester	Spring Semester	TOTAL
*Fixed Charges and Mandatory Fees	\$379.00	\$379.00	\$758.00
Board—19 meal plan	375.00	375.00	750.00
14 meal plan	350.00	350.00	700.00
Dormitory	372.00	372.00	744.00
Out-of-State			
*Fixed Charges and Mandatory Fees	\$1,074.00	\$1,074.00	\$2,148.00
Board—19 meal plan	375.00	375.00	758.00
14 meal plan	350.00	350.00	700.00
Dormitory	422.00	422.00	844.00

CREDIT HOUR FEE FOR PART-TIME UNDERGRADUATES

(8 semester hours or less)—each credit—\$34.00

*Mandatory Fees include the following: instructional materials, athletics, student activities, recreational facilities, and auxiliary facilities.

**Graduate students are referred to page 51 of this bulletin.

UNIVERSITY OF MARYLAND EASTERN SHORE
Full-time Undergraduate

In-State	Fall Semester	Spring Semester	TOTAL
*Fixed Charges and Mandatory Fees	\$250.00	\$250.00	\$500.00
Board	365.00	365.00	730.00
Dormitory	270.00	270.00	540.00
Out-of-State			
*Fixed Charges and Mandatory Fees	\$695.00	\$695.00	\$1,390.00
Board	365.00	365.00	730.00
Dormitory	300.00	300.00	600.00

*Mandatory fees include the following: Athletics, Student Activities and Student Union.

UNIVERSITY OF MARYLAND AT BALTIMORE
UPPER DIVISION—Junior-Senior (full-time) School of Nursing

In-State	Fall Semester	Spring Semester	TOTAL
Matriculation (new students only)			\$15.00
*Tuition—Fixed Charges			
In-State	\$310.00	\$310.00	620.00
Out-of-State	1,025.00	1,025.00	2,050.00
Instructional Resources Fee	20.00	20.00	40.00
Student Activities Fee	5.00	5.00	10.00
Student Health Fee	5.00	5.00	10.00
Supporting Facilities Fee	30.00	30.00	60.00
**Health Insurance (Blue Cross)			
One Person	65.88	65.88	131.76
Two Persons	131.06	131.06	270.12
Family	177.54	177.54	355.08
Dormitory	399.50	399.50	679.00
Graduation Fee (Seniors)			15.00
Malpractice Insurance Fee	12.50	12.50	25.00
Late Registration Fee	20.00	20.00	
Change Fee	5.00	5.00	

CREDIT HOUR FEE FOR PART-TIME UNDERGRADUATES (8 semester hours or less)—each credit \$34.00

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

****STUDENT HEALTH CARE PROGRAM**—Health insurance is required of all full-time students. Students with equivalent insurance coverage must provide proof of such coverage at the time of registration and obtain a hospital insurance waiver. Rates are subject to change.

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

Students on the Baltimore campus including those at the Mercy Hospital Clinical Center and at the Walter Reed Army Institute of Nursing receive registration instructions from the Office of the Registrar.

Explanation of Fees: The application fee for the undergraduate colleges and the summer session partially defrays the cost of processing applications for admission to the university. If a student enrolls for the term for which he applied, the fee is accepted in lieu of the matriculation fee.

Fixed Charges Fee is charged to help defray the cost of operating the university's programs.

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

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

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

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

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

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

Additional expenses include the purchase of uniforms (approximate cost—\$100.00) and the recommended purchase of a stethoscope at approximately \$25.00.

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

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



FINANCIAL AID OVERVIEW

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

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and nonacademic regulations of the university. Baccalaureate students in the School of Nursing must have a minimum of a 2.0 average the semester prior to applying for aid; graduate students must meet academic requirements of the Graduate School. In the case of new students, applicants must have been accepted for admission to the university before the financial aid application will be reviewed.

Each of the university's campuses has established its own financial aid application filing deadline. Students should make early contact with the aid office on the appropriate campus to insure they are able to comply with filing dates for completed aid applications. Requests for information about, and applications for, financial aid should be addressed to the office on the appropriate campus:

Student Aid Officer
University of Maryland at Baltimore
610 W. Lombard St.
Baltimore, Md. 21201
Director of Student Aid
University of Maryland
College Park, Md. 20742
Director of Financial Aid
University of Maryland Baltimore County
5401 Wilkens Ave.
Baltimore, Md. 21228
Director of Student Financial Aid
University of Maryland—Eastern Shore
Princess Anne, Md. 21853

SOURCES OF AID—BACCALAUREATE STUDENTS

University Sources

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

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

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

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

Supplemental Educational Opportunity Grants—For students demonstrating exceptional need.

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

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

A limited number of public health traineeships for registered nurse students may be available from the Public Health Special Purpose Traineeship Program, Department of Health, Education and Welfare. In order to be eligible, a registered nurse should be completing the final year of the baccalaureate program on a full-time basis and plan to accept employment in public health nursing following graduation. Inquiries may be addressed to the Office of the Dean, University of Maryland School of Nursing, 655 W. Lombard St., Baltimore, Md. 21201.

Non-University Sources

Walter Reed Army Institute of Nursing Program (WRAIN)—This plan has provided opportunity for a selected group of young women and men to receive support for the final two years of the baccalaureate program in nursing at the University of Maryland. Students in this program complete the nursing major at WRAIN under university faculty direction. Successful participants are commissioned into the Army Nurse Corps and are obligated for three years of service following graduation. Further information is available from Headquarters U.S. Army Recruiting Command, ATTN: USAR-CRM-M (Officers' Branch) Fort Sheridan, Ill. 60037.

Basic Educational Opportunity Grant—Awards for undergraduate students who have not previously earned a baccalaureate degree; awards, based on financial need, range from \$200 to \$1,400. Applications are available from any financial aid or high school counseling office.

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

- House of Delegates Scholarships
- Senatorial Scholarships
- Professional Schools Scholarships
- General State Scholarships

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

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

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduates to borrow up to \$2,000 annually, undergraduates may borrow up to \$1,500 annually. MHELC applications are available in the Student Aid Office.

SOURCES OF AID—GRADUATE STUDENTS

University Sources

Traineeships—Refer to information describing the Graduate Program, page

Nurse Training Act Scholarships and Loans—See "undergraduate" above.

College Work-Study—See "undergraduate" above.

Non-University Sources

Bank Loans—See description above.

STUDENT LIFE



STUDENT LIFE

STUDENT DEVELOPMENT SERVICES: UNDERGRADUATE PROGRAM

Academic Counseling: Academic counseling is available for lower division generic students on the College Park and Baltimore County campuses and by correspondence for students at the University of Maryland Eastern Shore. The School of Nursing also maintains a system of faculty counseling for registered nurse students whether enrolled on one of the university campuses, in University College or at other colleges or universities. Registered nurses are advised to write to the Office of the Dean, UMAB, concerning such services.

In Baltimore, guidance and academic counseling are provided by an assistant dean for admissions and progression with the assistance of advisors. Personal counseling, advisement on extracurricular activities, and financial aid information are provided by the Coordinator for Student Development Services.

Health Insurance: Health insurance is required of all full-time professional school students (nine or more semester hours) in addition to the student health fee. At the University of Maryland at Baltimore, the Health Care Program consists of the following: Blue Cross-Blue Shield Diagnostic and Major Medical coverage. Students with equivalent insurance coverage must provide proof of such membership at the time of registration and obtain a hospital waiver.

Health services are provided for School of Nursing students in Baltimore through the Student Health Office in Howard Hall. Health and counseling services are also available to students at the Walter Reed Army Institute of Nursing and at the Mercy Clinical Center.

Student Government Association: A Student Government Association is operated by upper-division students in the School of Nursing at all centers. A central body, the SGA Board, acts as a mediating and coordinating agent for the entire Student Government Association.

Student Handbook: The school publishes a *Student Handbook* for undergraduate students at the Baltimore and Mercy Centers. An appropriate modification is available to students at the WRAIN Center.

LIVING ARRANGEMENTS

Freshman-Sophomore Years

Since facilities on all campuses are limited, assignments are based on the distance from home to the campus, date of housing application, age and marital status of the student, and availability of space. Specific housing information for the College Park campus may be obtained from the Housing Office, University of Maryland, College Park, Md. 20742. Additional information for the UMBC campus may be obtained from the Student Life Office, UMBC, 5401 Wilkens Ave., Baltimore, Md. 21228. Information about dormitories at the Eastern Shore campus may be obtained by writing to the Housing Office, UMES, Princess Anne, Md. 21853.

Junior-Senior Years

Information and applications for living accommodations on the Baltimore campus may be obtained from the Director of Housing, Baltimore Student Union, 621 W. Lombard St., Baltimore, Md. 21201. Because of space limitations, resident and single undergraduate women students have priority for accommodations in Parsons Hall. Male and female students enrolled on the Baltimore campus may arrange for living accommodations in the Baltimore Student Union. Board contracts are not available on the Baltimore campus; meals may be purchased on an individual basis in the Baltimore Student Union or University of Maryland Hospital cafeterias.

Students receiving support through the WRAIN program are provided housing accommodations at Delano Hall at the Walter Reed Army Medical Center. Students admitted to

the Mercy Clinical Center may obtain information and application for living accommodations from the Residence Director, 107 E. Pleasant St., Baltimore, Md. 21202.

Off-Campus Housing: Off-campus housing information is available through the housing office.

STUDENT DEVELOPMENT SERVICES: UNDERGRADUATE AND GRADUATE PROGRAMS

NATIONAL HONOR SOCIETY OF NURSING

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

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

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

Membership in this organization is open to juniors, seniors and graduate students in the School of Nursing. Both students and faculty participate in the nomination and selection of members on the basis of the following criteria:

1. scholarship ability;
2. participation and leadership in academic and extracurricular activities;
3. citizenship and service to the school;
4. potential for future 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.



UNDERGRADUATE PROGRAM



UNDERGRADUATE PROGRAM

UNDERGRADUATE PROGRAM OVERVIEW

The program in professional nursing, leading to the degree of Bachelor of Science in Nursing, is available to women and men who have established eligibility for admission to the university. The first two years of preprofessional study are spent on the College Park, the Baltimore County, the Eastern Shore campuses or in other institutions of higher education. On these campuses, the student pursues a program geared to providing fundamentals of a liberal education plus subjects which are supportive to the study of nursing. The junior and senior years are devoted to completing the nursing major, related courses and electives on the Baltimore campus, at the Mercy Clinical Center in Baltimore, or in the case of WRAIN participants, at the Walter Reed Army Medical Center in Washington, D.C.

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; opportunity to establish credit for certain foundational and nursing courses is provided. (See page 34 for Registered Nurse Program).

OBJECTIVES OF THE UNDERGRADUATE PROGRAM

The baccalaureate graduate of the University of Maryland School of Nursing is committed to the total well-being of an individual and demonstrates a respect for the dignity, worth, autonomy and uniqueness of people. In ambulatory, inpatient and community settings, the graduate will assist the individual and selected small groups at any point on the health continuum to attain and/or maintain their maximum level of health.

More specifically, the graduate is able to assess clients and to identify nursing problems utilizing appropriate resources to provide effective professional nursing care in a variety of settings. The baccalaureate program fosters purposeful self-direction; implementation of nursing care is based upon nursing knowledge and skill, analytical thinking and discriminative judgments. As a result of the educative process, and following an appropriate orientation to a nursing care setting, the graduate is able to assume beginning leadership in the practice of nursing. Awareness of nursing's impact on 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 will:

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

ADMISSION TO LOWER DIVISION

High School Preparation

Students should enroll in the college preparatory program in high school. The following subjects are specifically recommended by the School of Nursing in addition to other academic subjects generally required for high school graduation:

Mathematics (college preparatory)	3 units
Biology	1 unit
Chemistry	1 unit

APPLICATION PROCEDURE

Freshman-Sophomore Program—UMCP, UMBC, UMES

(Lower Division—Preprofessional Program)

Prospective students may secure application forms by writing to the director of admissions at the campus of their choice. Application forms are not available from the School of Nursing office in Baltimore. Foreign students who are applying to the lower division should contact the appropriate foreign student officers on the particular campus of their choice.

ADVANCED PLACEMENT

Students entering the university from high school may obtain advanced placement and college credit on the basis of their performance on the College Board Advanced Placement examinations. These examinations are normally given to eligible high school seniors during the May preceding matriculation in college.

Questions about the program may be addressed to the Director of Admissions and Registrations, College Park, UMBC, or Eastern Shore campus. For detailed information about examinations and procedures in taking them, write to Director of Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York, N.Y. 10027.

CURRICULUM

Freshman-Sophomore Program: Lower Division

Prior to fall matriculation at UMAB as a junior, all students must have completed the following lower division requirements of the School of Nursing.

Lower Division Requirements	Credits
English Composition	3
Human Anatomy and Physiology (C or better grade)	6-8
Microbiology (C or better grade)	3-4
Chemistry including laboratory (C or better grade)	6-8
*Social Sciences	12
**Humanities	15
Nutrition (presently recommended; required for incoming juniors, fall 1978, and thereafter)	3
Electives	6-10

Minimum of 59 credits

Social sciences include sociology, psychology, political science, economics, geography, anthropology. Humanities include literature, history, philosophy, foreign languages, mathematics, fine arts. In addition, the School of Nursing has established the following policies:

1. Foreign Language—Humanities credit will be given for the first semester elementary course in a language (i.e., FREN 101, ITAL 101, etc.) only if additional credit is

earned in that language. However, the first course can be used for elective credit even if no additional credit in that language is earned.

2. *Fine Arts*—Humanities credit will be given for one “studio” course in the fine arts (i.e., class in piano, painting, etc.) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).
3. Social, physical and natural science courses taken 10 years prior to student’s admission date will not be accepted (effective 1977/1978).
4. OTHER POLICIES RELATED TO ADMISSION CRITERIA AND THE ASSESSMENT OF LOWER DIVISION CREDITS FOR ADMISSION PURPOSES ARE AVAILABLE BY WRITING THE OFFICE OF THE ASSISTANT DEAN FOR ADMISSIONS AND PROGRESSION.

* Must include at least one course in sociology and one course in psychology.

** Must include courses selected from at least three disciplines within the humanities areas.

ESTABLISHING CREDIT BY EXAMINATION

No more than half of the 120 applicable credits required for graduation can be earned by examination.

Lower Division—Departmental Examinations: Many two- and four-year colleges and universities provide an opportunity for students to take examinations for credit, provided the student has had some instruction and experience in the content of the course under consideration. Arrangements are made by students with the appropriate departments in the college in which they are matriculated on a full- or part-time basis. The School of Nursing will accept the credit earned by examination provided the course name and number, grade, and credits earned are on the transcript.

Lower Division—CLEP: It is possible to earn credit by examination through the College Level Examination Program of the College Entrance Examination Board. The School of Nursing recognizes selected CLEP exam results for credit provided the student earns a grade determined acceptable. CONSULT THE OFFICE OF THE ASSISTANT DEAN FOR ADMISSIONS AND PROGRESSIONS FOR INFORMATION RELATING TO THIS MATTER. (Registered nurse students see pages 34 and 35 for Challenge Examinations in junior year courses).

JUNIOR-SENIOR PROGRAM: UPPER DIVISION

Advancement or transfer to the upper division program in the School of Nursing is limited to the number of students that can be accommodated, and selection must be made from applicants who are judged to have the most potential for completing the professional program. Testing variables determined by the school’s admissions committee may be included in the admission criteria. Academic performance in preprofessional courses is an important factor. A grade of C or higher in Human Anatomy and Physiology and Microbiology is required of all students. It is important that students who enroll in the freshman and sophomore years in preparing for nursing recognize that although every effort is made to continue to expand the enrollment of the professional program on the Baltimore campus, there is no way in which students can be guaranteed admission to the junior and senior years of the professional program.

APPLICATIONS FOR ADMISSIONS TO EITHER THE UMAB CAMPUS OR THE MERCY CLINICAL CENTER FOR JUNIOR-SENIOR STUDY MUST BE FILED BEFORE FEBRUARY 1 FOR THE FALL SEMESTER. Applications should be sent to the Office of Admissions and Registrations, Howard Hall, Room 123, University of Maryland, Baltimore, Md. 21201. Applicants for the junior class will be selected from among those who have successfully completed a minimum of 44 applicable credits of lower division study by February 1. Also, applicants must have met all academic and health requirements established by the School of Nursing and/or the University of Maryland.

Applicants to the upper division program for fall 1977 and thereafter must have successfully completed 44 semester hours of applicable credits including eight semester hours of required chemistry, anatomy and physiology, or microbiology by the application deadline.

Effective in 1978 the 44 credits must be distributed as follows:

- English—3 credits
- Natural Science (required)—8 credits
- Social Science—6 credits
- Humanities—6 credits

The admissions committee will not review any application that is deficient in these areas.

Nonrefundable Deposit: A fifty dollar (\$50.00) nonrefundable deposit will be required of all persons admitted to the School of Nursing in 1977 (WRAIN exclusive). (The deposit will be paid at the time the applicant returns his letter of acceptance to the school and will be applied to his fall tuition).

ALL APPLICANTS ARE REMINDED THAT COMPLETION OF PREPROFESSIONAL COURSE REQUIREMENTS DOES NOT AUTOMATICALLY ASSURE ADMISSION TO THE PROFESSIONAL PROGRAM IN NURSING BECAUSE ENROLLMENT MUST BE LIMITED.

UNIQUE FEATURES OF THE CURRICULUM: UPPER DIVISION

The junior-senior years of the nursing curriculum are offered at UMAB and two satellite centers: Walter Reed Army Institute of Nursing, Washington, D.C., and the Mercy Clinical Center in Baltimore. Each center uses the same integrated curriculum design. The integrated approach requires that students be taught by a team of teachers; the teams are composed of faculty members who have specialized knowledge in the areas of maternal-child, psychiatric-community mental health, medical-surgical, and community health nursing. Students are given the opportunity to evaluate the curriculum.

The curriculum focuses on cognitive skills such as problem-solving, critical thinking, making nursing judgments, interpersonal skills as well as technical skills. Indeed, the curriculum is best described as one in which emphasis is given to the psychosocial needs of man without negating the importance of his physical and spiritual needs.

A typical plan of study for the upper division (nursing major) at UMAB, WRAIN or Mercy Clinical Center follows:

JUNIOR YEAR

Fall Semester		Credits
*NURS 314	Concepts of Nursing I	9
NURS 318	Health Elective	3
*NURS 316	Human Growth and Development	3
TOTAL		15

Winter Session		Credits
*NURS 317	Deviations in Human Growth and Development	2
*NURS 320	Introduction to the Administration of Medications	1
TOTAL		3

Spring Semester		Credits
*NURS 315	Concepts of Nursing II	9
*NURS 310	Pathophysiology and its Pharmacological Implications	4
NURS 321	Introduction to Organizational Behavior	3
TOTAL		16

*These courses may be challenged by R.N. students after being admitted to the upper division.

SENIOR YEAR

Fall Semester

	Credits
NURS 324-325 Concepts of Nursing III A or B	9
NURS 322 Nursing in Society	3
NURS 410 Survey of Research and Statistics	3
TOTAL	15

Winter Session

	Credits
NURS 326 Clinical Nursing Elective	3
TOTAL	3

Spring Semester

	Credits
NURS 324-325 Concepts of Nursing III A or B	9
NURS 418 Health Elective	2-3
TOTAL	11-12

Policies Regarding Nursing Concepts Courses:

The major nursing concept courses, i.e., NURS 314, 315, 324, 325, 334, and 335, must be taken within the University of Maryland School of Nursing. This policy does not negate the opportunity for R.N. students to challenge the junior year nursing courses.

Students are assigned to teams of instructors in the major nursing concepts courses. In each course, all students will be working to achieve the same course objectives. However, the teaching-learning methods used by individual teams may vary. The clinical placement for students may also vary.

REGISTERED NURSE PROGRAM

Graduates of diploma and associate degree nursing programs have an opportunity to apply for study toward the bachelor of science degree in the School of Nursing. The preprofessional lower division courses required by the school may be completed through enrollment in day or evening classes on one of the campuses of the University of Maryland or in another institution of higher education.

Registered nurses interested in completing requirements for a degree should address their initial inquiries to the Office of the Assistant Dean for Admissions, University of Maryland School of Nursing, 655 W. Lombard St., Baltimore, Md. 21201. After preliminary assessment of previous academic preparation, the registered nurse applicant will be assigned an advisor. Students are urged to confer with the advisor to assure proper selection and sequence of course requirements.

Establishing credit by examination: After admission to the School of Nursing, registered nurses must establish advanced placement by taking examinations for credit in:

	Credits
NURS 310 Pathophysiology—Pharmacology Implications	4
*NURS 314 Concepts of Nursing I	9
*NURS 315 Concepts of Nursing II	9
NURS 316 Human Growth and Development	3
NURS 317 Deviations in Human Growth and Development	2
*NURS 320 Introduction to the Administration of Medications	1

*A minimum grade of "C" is required on each Challenge Examination for Concepts of Nursing courses and Introduction to Administration of Medications.

Applications for advancement or transfer to the Baltimore campus: these must be filed on the Baltimore campus by February 1 for the fall semester. The nature of the curriculum dictates that students, both basic and registered nurse, may enter the junior year in the fall semester only. In all cases, admission to the Baltimore campus must be restricted to those who can be accommodated by existing clinical facilities and nursing faculty.

Curriculum: the undergraduate program of study for R.N. students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of challenge examinations follows:

SENIOR YEAR

Fall Semester		Credits
NURS 334	Concepts of Nursing IV A	9
NURS 321	Introduction to Organizational Behavior	3
NURS 410	Survey of Research and Statistics	3
TOTAL		15
Winter Session		Credits
NURS 326	Clinical Nursing Elective	3
or		
NURS 348	Seminar, Workshop	3
TOTAL		3
Spring Semester		Credits
NURS 335	Concepts of Nursing IV B	9
NURS 418	Health Elective	3
NURS 322	Nursing in Society	3
TOTAL		15

The faculty reserve the right to make curriculum modifications providing the program to which the student was admitted is not extended in length.

Part-time Study: Part-time study is available to registered nurses who are admitted to the School of Nursing; part-time students are expected to complete the program in three academic years. Enrollment in certain courses may be limited depending upon demand. Further information may be obtained from the assistant dean for admissions and progression in the School of Nursing.

Outreach Nursing Program: During the 1975-76 academic year, an off-campus degree completion program for "community-bound" R.N.'s was established in Western Maryland and on the Eastern Shore. This program enables registered nurses to complete all requirements for the baccalaureate degree in nursing through enrollment on a part-time basis in regional centers. Requirements for achieving senior year status are the same as on the Baltimore campus; the usual senior year curriculum which involves 33 earned credits is arranged over a three-year time span. Inquiries should be addressed to the Director of the Outreach Program, School of Nursing, Baltimore campus.

ACADEMIC REQUIREMENTS APPLICABLE TO THE NURSING MAJOR

JUNIOR/SENIOR PROGRAM

Students enrolled in the professional program in nursing may obtain information regarding academic regulations from their professors and/or the assistant dean for admissions and progression. The following paragraphs contain both general and academic regulations of the School of Nursing.

GRADE POINT AVERAGE

The academic average of a student is recorded in terms of the following symbols and numerical values: A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 points, I (Incomplete) = 0 points. Students are responsible for assessing their academic progress; students should assess their grade point average *each semester*.

The following example illustrates the method to be followed: to obtain the total quality points for a course, multiply the number of credits for the course attempted by the numerical value (points) of the grade for the course. Do this for each course attempted. Total the number of credit hours attempted and the number of quality points received. Divide the total quality points by the total credits attempted. This yields the grade point average for the semester.

Example: (A typical fall semester for a junior student)

NURS 314	(9 cr) B = 27 QP
NURS 316	(3 cr) B = 9 QP
NURS 318	(3 cr) C = 6 QP

15 cr	42 QP
-------	-------

$42 \div 15 = 2.800$ — grade point average

CUMULATIVE GRADE POINT AVERAGE

The cumulative grade point average is computed in a similar manner by including all applicable courses attempted for the baccalaureate degree in nursing. Where possible, credit established by examination is included in the grade point average. Physical education and courses failed in the first semester of the freshman year are not counted in computing the grade point average.

Students are expected to maintain at least a 2.0 cumulative grade point average. The progress of students who fall below the 2.0 grade point average is considered unsatisfactory and continuance in the program is subject to review by the Committee on Academic Progression of Undergraduate Students.

Those students who earn a 1.95 or lower cumulative G.P.A. are academically dismissed from the school. Students whose achievement falls between a G.P.A. of 1.96 to 1.99 are placed on academic probation; probationary status will not be permitted for more than two successive semesters.

A grade below a "C" in any clinical nursing course requires repeating the course the next time it is offered and earning a grade of "C" or better; both attempts are computed in the grade point average. A student who receives a grade lower than a "C" in either the theory or clinical portion of a clinical nursing course which is requisite to the next clinical nursing course cannot register for the next course in the nursing sequence; the student is on academic probation until the clinical nursing course in which the grade of "D" or "F" was received is satisfactorily completed. Academic dismissal occurs upon earning two "Ds" in clinical nursing courses.

Students who have done work of acceptable quality in their completed assignments but who, because of extenuating circumstances, have been unable to complete all course requirements may be given an Incomplete grade. This grade cannot be carried over into the next succeeding semester. When all course requirements have been met, faculty will replace the Incomplete with the final grade earned in the course.

WITHDRAWAL

The School of Nursing 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.

PROGRAM COMPLETION—Minimum Criteria for Graduation

The Bachelor of Science in Nursing degree is granted on recommendation of the faculty in nursing, upon completion of university and school requirements, and a minimum of 120 semester hours of applicable course work with at least a 2.0 cumulative grade point average in all course work completed.

TRANSCRIPT OF RECORDS

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 \$2.00 for each transcript. Checks should be made payable to the University of Maryland. Transcripts of records should be requested at least two weeks in advance of the date desired. They may be obtained by writing to the Office of the Registrar, University of Maryland, 660 W. Redwood St., Baltimore, Md. 21201.

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.



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, physicians' offices. In addition, the registered nurse who has a baccalaureate degree may choose a career in civil service, the military, or the Veteran's Administration. A survey of 1975 graduates indicated that 98 per cent were employed; nonemployment was related to personal reasons. Salaries for new graduates ranged from \$10,000 to \$12,000. The graduate who earns a baccalaureate degree as a registered nurse typically is paid at a higher rate because of prior experience in nursing.

COURSE DESCRIPTIONS

BACCALAUREATE PROGRAM Upper Division (Junior-Senior) Curriculum

NURS 310 PATHOPHYSIOLOGY AND ITS PHARMACOLOGICAL IMPLICATIONS (4) Spring Semester, junior year. This four-credit lecture, nonlaboratory course is designed for students having prerequisite course work in human anatomy and physiology. Disease is presented as an alteration of form, structure of function, often not visible until it affects organ or organism function. Pharmacological interventions, emphasizing properties, actions, therapeutic uses and adverse effects of drugs upon the system are presented concurrently as diseases are described.

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

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

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

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

***NURS 318 SPECIAL TOPICS—ELECTIVES IN HEALTH-RELATED COURSES (3)** Fall, semester, junior year. Designed to provide course offerings in current health-related topics which include Communication Skills in Health Education, Nutrition for Health Personnel, Sex Education, Death Education, and Principles of Cross-Cultural Nursing.

NURS 320 INTRODUCTION TO THE ADMINISTRATION OF MEDICATIONS (1) Junior year, winter session. An introduction to the theory and practice of medication administration. Professional and legal responsibilities as well as various modes of medication administration will be explored. Participant-observer experiences will be provided.

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

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

NURS 324 CONCEPTS OF NURSING III A (9) Fall, spring semesters, senior year. Prerequisites, NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions who are hospitalized and experiencing more intense stress states. All components of the nursing process are utilized with the



client. Community data are viewed as inputs to the family system. Organizational and group behaviors are related to the health team in inpatient settings.

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

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

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

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

NURS 348 ELECTIVES, WORKSHOPS, SEMINARS, AND INSTITUTES (1–6) Designed to provide participation in workshops, institutes and seminars in various aspects of nursing. Faculty reserve the right to place a limit on the number of credits a student may take in workshops, institutes and seminar study.

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

***NURS 418 SPECIAL TOPICS—ELECTIVES IN HEALTH-RELATED COURSES (3)** Fall, spring semesters, senior year. Designed to provide course offerings, in current health-related topics which include: Issues in Health Services Organizations, Alcohol and Drug Abuse, Community Nutrition, Intimate Behavior, and Law and Health. An independent study component is part of the design for each offering. Students also have the opportunity to elect independent study for three credits under the direction of a faculty member. *A limit of three credits in a NURS 318 offering and in a NURS 418 offering is acceptable toward the total of 120 credit matriculation for completion of degree requirements.

GRADUATE PROGRAM



GRADUATE PROGRAM*

AREAS OF CONCENTRATION (Majors)

CLINICAL

- Child Psychiatric Nursing
- Community Health Nursing
- General Psychiatric Nursing
- Maternal and Child Health Nursing
- Medical-Surgical Nursing
- Primary Care Nursing

ROLE

- Administration of Nursing Education
- Administration of Nursing Service
- Teaching of Nursing—A.D. Program
- Teaching of Nursing—B.S. Program
- Teaching of Nursing—Staff Development

OVERVIEW

The master's degree program for nurses at the University of Maryland is the only graduate program in the state. It awards approximately 100 degrees a year thus making it one of the largest in the nation. While the program is offered in the School of Nursing, it is part of the Graduate School of the University of Maryland at Baltimore; therefore, it is subject to the requirements of both schools. The graduate curriculum has undergone massive revision and the new curriculum was fully implemented in the fall semester, 1976. The program is three semesters in length except for Primary Care Nursing which is four semesters.

In keeping with the changing needs of society, the new curriculum increases the specialty options available to students. All students are required to develop competence in a specialized clinical area, but opportunity is provided to concentrate (major) in either the clinical or the role area depending on specific career goal and previous preparation. The student's secondary interest (minor) is selected in the opposite area so that every graduate is prepared in both a clinical and a role area.

Graduate education fosters the responsibility, creativity, and self-direction which characterizes professional commitment and enhances a continuing desire to learn and to grow. The graduate student is viewed as a partner in the teacher-learner dyad; receives stimulation and support for scholarly pursuits; and is given the freedom to think and try out new ideas through the application of knowledge and the development of new skills. The opportunity to articulate beliefs, ideas, and formulations is gained through interaction with other members of the academic community.

ELABORATION OF THE PHILOSOPHY: GRADUATE PROGRAM

The Graduate Program of the School of Nursing derives its strength and purpose directly from the underlying philosophy which is shared by the faculty. Tenets of the philosophy held by graduate faculty of the School of Nursing provide a foundation for the conceptual framework upon which the curriculum is based. This conceptual framework analyzes the unit (the individual, family or community) in terms of three interrelated expressions of health—physical, cognitive and personal. The physical expression refers to the unit's structural and functional endowment or integrity. The cognitive expression addresses the capacity of the individual to receive, to perceive and to organize informa-

*Graduate students also are referred to the General Information and Resources section of this bulletin.

tion. The personal expression is concerned with the affective relationships of the unit. The relationships between the expressions are complex and vary at different points in time. The expressions lend themselves to assessment, quantification and regulation. The intervention phase of the nursing process consists of regulations of the inputs and sources of the expression. Evaluation is achieved through examination of the resulting state of health.

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, the physical and life sciences and the behavioral sciences. Each student brings to graduate education a unique combination of experiences and capabilities. This diversity creates a learning environment shared by faculty and students which facilitates the establishment and attainment of professional objectives throughout the educational experience. This dynamic interchange between faculty and students results in a commitment to and involvement in the development of nursing knowledge and the refinement of nursing theory. Recognizing that the growth process in the student is continuous and that the health needs of society change, the Graduate Program is flexible and dynamic.

PURPOSES AND OBJECTIVES OF THE GRADUATE PROGRAM

The program objectives are formulated on the assumption that graduate education builds upon undergraduate education. It is a more 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 to practice.

The purposes of the graduate program are:

1. to prepare a nurse practitioner in the area of research, consultation, teaching, administration and a given clinical field;
2. to provide preparation for competence in one functional area—administration, teaching or clinical practice;
3. to prepare nurses for leadership roles;
4. to provide the basis for doctoral study;
5. to identify with the profession in articulating and implementing a philosophy of nursing practice.

The objectives are to prepare students who:

1. demonstrate competency in a given clinical area by applying theoretical knowledge to assess, plan, implement, and evaluate clinical service;
2. assess current research in nursing and related fields and utilize these findings to study and solve nursing problems;
3. develop competency in consultation through applying nursing theory and related theories to the consultant-consultee relationship;
4. acquire entry behavior for teaching or nursing service administration;
5. develop increased self-understanding which will serve as a basis for further personal and professional growth;
6. work collaboratively with professionals and nonprofessionals within community agencies to articulate and to implement the philosophy of nursing.

CURRICULUM

The nursing program leading to a Master of Science degree is three semesters plus a minimester in length and requires 41 credits, except for the Primary Care specialty which is four semesters and requires 54 credits.

Areas of Concentration

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

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

1. Administration
2. Education

3. Child Psychiatric Nursing
4. Community Health Nursing
5. Maternal and Child Health Nursing (Nursing of Children or Maternal-Infant Nursing)
6. Medical-Surgical Nursing
7. General Psychiatric Nursing
8. Primary Care Nursing

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

- a. Community Health Nursing
- b. Maternal and Child Health Nursing
- c. Medical-Surgical Nursing
- d. Psychiatric Nursing or Child Psychiatric Nursing

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

- a. Administration of Nursing Service
- b. Administration of Nursing Education
- c. Teaching in Associate Degree Program
- d. Teaching in Baccalaureate Degree Program
- e. Teaching in Staff Development
- f. Clinical Nurse Specialist

Curriculum Design In summary, the curriculum design contains the following components:

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

Summary of Design

General Plan:

Core	10 credits
Clinical	6 credits
Role	6 credits
Support	8 credits
Research	5 credits
Thesis/Electives	6 credits

Total 41 credits

Primary Care:

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

Elective-Role Prerequisite 3 credits

Total 54 credits

Thesis/Nonthesis Option

Students may elect either a thesis or a nonthesis option, depending on their career goals. Six credits are earned for either option and the student must successfully pass a written comprehensive examination.

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

Non-Thesis Six credits of electives are taken under advisement. One scholarly seminar paper is submitted.

RESOURCES

Over 60 community and health care agencies cooperate with the program. In some instances, faculty have joint appointments with the school and the agency.

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

In addition to the Health Sciences Library, the students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington, and the National Library of Medicine in Bethesda, Maryland. See RESOURCES for the Instructional Media Center and the Center for Research and Evaluation within the School of Nursing.

ADMISSION

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

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

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

Senior students in their final semester of work toward a bachelor's degree, may be offered provisional admission to the graduate program pending the receipt of a supplementary transcript recording the satisfactory completion of undergraduate course work and the awarding 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.

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

REQUIREMENTS

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

For admission, the applicant must meet the requirements of both the Graduate School and the Graduate Committee on Admissions, Progression and Graduation of the School of Nursing. The School of Nursing requirements are:

1. a baccalaureate degree with an upper division nursing major from an NLN accredited program;
2. completion of a course in elementary statistics;
3. a photocopy of licensure for the practice of nursing in one or more states;
4. official scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test;

5. undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.7 and 3.0, provisional acceptance may be considered if the candidate demonstrates graduate potential by other means;
6. evidence of personal and professional qualifications from three professionals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in Graduate School. Suggested sources 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 and encouraged by all specialty areas;
8. two years of clinical experience are required for Primary Care and one year of experience in a maternity or pediatric setting is required for Maternal and Child Health Nursing.

Those applicants who exhibit exceptional qualities without meeting the stated criteria may apply for special consideration. Students who seek variance from an academic policy should appeal to the Committee on Admissions, Progression and Graduation.

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

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

Admission Procedure

The admission forms should be obtained from the Office of Graduate Studies and Research, University of Maryland at Baltimore, 524 W. Lombard St., Baltimore, Md. 21201.

1. An application fee of \$15.00 must accompany the application for admission. This fee is not refundable under any circumstances, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.
2. The following materials should be returned directly to the Office of Graduate Studies and Research, University of Maryland at Baltimore, 524 W. Lombard St., Baltimore, Md. 21201:
 - a. two copies of the application for admission to the Graduate School;
 - b. application fee;
 - c. two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required;
 - d. letters of reference from three professionals who know the candidate's qualifications;
 - e. official record of the results of:
 1. the Miller Analogies Test (test available through testing services of most colleges and universities);
 2. the Aptitude Test of the Graduate Record Examinations (Applicants should write to the Graduate Record Examinations, Educational Testing Services, Princeton, N. J. 08540 for details).
 3. Applications and supporting documents must be received by July 1 for the fall semester, December 1 for the winter session and the spring semester, and May 15 for the summer session.

Admission Status

Applicants may be recommended for admission into the categories of:

1. Full Graduate Status in which the applicant clearly meets all requirements;
2. Provisional Graduate Status in which the applicant shows promise of being able to achieve at the graduate level but does not currently meet all requirements. The students must achieve a "B" or above in every course during the first semester (or four courses) to qualify for continued enrollment;
3. Nondegree Graduate Status in which the applicant may enroll on a "course work only" basis for a specified period of time if the record meets Graduate School standards.

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

Part-time Study

Students eligible for admission but who are able to devote only a portion of their time to graduate study are subject to the same privileges and matriculation requirements as full-time students. Part-time students are urged to assume responsibility for program planning with an adviser. All students must complete the program within five years of matriculation.

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

Foreign Students

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing are considered for admission. All applicants who are not citizens of the United States are classified as foreign students for admission purposes. (See the Graduate School Bulletin for further information).

Record Maintenance and Disposition

All records, including academic records from other institutions, become the official file and can neither be returned nor duplicated for any purpose.

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

Student Advisement

Upon admission to the Graduate Program each student is assigned an academic adviser from the major area of concentration. The student is also assigned an adviser in the secondary area of interest. The adviser assignments are subject to change as additional interests of the student are determined or upon request of the adviser or advisee. The adviser is available for academic counseling and guides the student in a plan of study, determination of thesis or nonthesis option, and selection of thesis chairman or readers for the seminar paper.

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

Plan of Study

A Plan of Study form for all graduate degree students (which outlines the student's expected progression through the degree requirements) must be filled out by the student and the faculty adviser. One copy of this Plan of Study must be filed with the Graduate Office by the beginning of the second semester of study (or at the end of nine hours, in the

case of part-time students). A second copy of the Plan of Study remains in the student's School of Nursing file. Any major alteration of the plan necessitates the refiling of an amended plan. It is suggested that students retain a copy of this plan for their own files.

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

All students are required to successfully pass a written comprehensive examination. Additional regulations and requirements may be found in the Baltimore campus bulletin of the Graduate School and in Important Dates for Advisers and Students, issued each year by the Graduate School.

REGISTRATION

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

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



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

Late Registration Fee ----- \$20.00

Change Fee, charged for each change in program ----- 5.00

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

COURSE WORK

Withdrawal

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.

Unsatisfactory Achievement

At the end of each semester, the record of any students with a grade point average below 3.0 is reviewed by the Graduate Committee on Admissions, Progression and Graduation. The student is placed on probation and permitted another semester of full-time study (or four courses part-time) upon recommendation of the committee. A student's registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

1. When either the cumulative or semester grade point average is between 2.71 and 2.99 at the end of any semester of study, the student is placed on probation and permitted another semester of study upon recommendation of the Graduate Committee on Admissions, Progression and Graduation. At the end of the semester on probation, the cumulative grade point average must be 3.0 in order for the student to remain in the school.
2. When the grade point average is 2.7 or below upon completion of one semester (or four courses) of graduate study, the student is requested to withdraw upon recommendation of the Graduate Committee on Admissions, Progression and Graduation and the Dean of the Graduate School.
3. The record of a part-time student is reviewed by the Graduate Committee on Admissions, Progression and Graduation when four courses are completed. If the grade point average is below 3.0, the committee may recommend probation status for a semester. If the grade point average is 2.7 or below, the student is requested to withdraw.

Incomplete

A grade of "I" (Incomplete) is given if course work is not completed. If the student does not complete the course requirements within the following semester, the "I" grade is changed to an "F" grade or the grade appropriate to a computation without the missing work. The evaluation of the missing work is determined by the instructor of the course and the semester credits for the consequent grade are computed in the grade point average. Certain exceptions are made for graduate courses requiring two or more semesters of work before a grade can be determined and courses involving the writing of a thesis or clinical paper for which a grade cannot be given until the work has been accepted. Students with provisional admission or on academic probation may not register for additional course work until the "I" grade is removed.

Transfer Credits

A maximum of six credits of acceptable graduate level course work may be applied toward the master's degree as transfer from another school or from the course work only status. Permission must be given by the major adviser and the Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the five-year time limit for the degree, and it may not have been used to

satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average (GPA).

Credit by Examination

A graduate student may receive credit-by-examination only for a course for which he is otherwise eligible to receive graduate degree credit. A maximum of six credits is possible through credit-by-examination; nine credits can be accepted in the Primary Care program. A graduate student seeking to utilize this option must obtain the consent of the adviser and of the instructor currently responsible for the course. The Graduate School maintains a list of courses for which examinations are available or will be prepared. Full-time students are charged \$30.00 for each course examination regardless of the number of credits. This fee is paid upon application for the examination and is not refundable regardless of whether or not the student completes the examination. Part-time students are charged in the same cost-per-credit-hour basis as though they were taking the course in the regular manner.

SCHOLASTIC REQUIREMENTS

The Graduate School requires that a student achieve a "B" or 3.0 GPA for the entire program. No grade below a "C" is acceptable towards the graduate degree. The School of Nursing requires that a student receive a "B" or higher in the nursing courses in his/her area of concentration. Any course with a grade below "B" in the area of concentration must be repeated.

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

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

Incomplete grades must be removed the following semester and before the degree is conferred. A course with an incomplete grade should not be repeated; the incomplete should be removed in all cases. Incompletes received for research credits will be removed when the thesis has been certified by the appropriate oral examination committee.

Withdrawal, Suspension, Dismissal

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

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

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

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

FEES AND EXPENSES

Matriculation (new students)	\$15.00
Tuition—per credit (in-state)	50.00
Tuition—per credit (out-of-state)	85.00
Supporting Facilities Fee (full-time) per semester	30.00
Supporting Facilities Fee (part-time) per semester	6.00
Student Health Fee (full-time) per semester	5.00
Student Health Fee (part-time) per semester	2.00
Health Insurance (Blue Cross)*	
One Person	65.88
Two Persons	135.06
Family	177.54
Student Activity Fee (\$7.00 per semester)	14.00
Graduation Fee	15.00
Late Registration Fee	20.00
Change Fee	5.00

*Student Health

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

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

Malpractice Insurance

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

Financial Aid

Students who meet admission requirements and are U.S. citizens are eligible to apply to the School of Nursing for federal funds for full-time study. Professional nurse traineeships available from the Division of Nursing, Health Resources Administration, Health, Education, and Welfare, provide tuition, fees, and a monthly stipend. Students in psychiatric nursing are eligible for support under a grant from the National Institute of Mental Health. Since there are limitations on the number of traineeships available, applicants are ranked according to total professional background.

In the case of either type of traineeships, prospective students make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established. Graduate students also are referred to the Federal Nursing Loan and Scholarship Program described under the undergraduate financial aid section of this bulletin.

Graduation

Requirements for graduation from the master's degree program include: completion of the planned program within a five-year period, achieving a cumulative grade point average of "B" or 3.0, and completion of a minimum of one year of full-time study or its equivalent.

Application for the diploma must be filed with the Office of the Registrar within the first three weeks of the semester in which the candidate expects to obtain a degree except

during the summer session. During the summer session, the application must be filed in the Office of the Registrar during the first week of classes.

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

EMPLOYMENT OPPORTUNITIES

Graduates of the masters degree program of the University of Maryland have a variety of employment opportunities. Surveys of recent graduates (since 1975) 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 \$12,709—\$18,000 per year.

GRADUATE STUDENT ORGANIZATION

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

COURSE DESCRIPTIONS

NURS 602 CONCEPTUAL FRAMEWORK FOR NURSING PRACTICE (6) This course provides an introduction to the articulation of a philosophy of nursing to a conceptual framework for nursing practice. The philosophy states that the personal, cognitive, and physical expressions of health interact throughout life and unfold in dynamic interplay with the environment. The three-hour lecture session each week emphasizes the study of scientific concepts which influence man's expressions of health. The other three credits will provide departmentally supervised clinical practicum with emphasis on assessment and on evaluation of nursing interventions or regulatory processes. (Reid and Staff)

NURS 604 FOUNDATIONS OF ROLE PREPARATION IN NURSING (2) 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. (Hechenberger)

NURS 606 INFLUENTIAL FORCES, HEALTH CARE AND HEALTH CARE SYSTEMS (2) The identification and analysis of the economic, social, political and educational forces which influence the health of man, affect the health care delivery system and produce changes in nursing. (Proulx)

NURS 608 SPECIAL PROBLEMS IN NURSING (1-3) The major objective of this course is to develop further clinical competencies in selected students who wish to use an interdepartmental approach. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 611 INTRODUCTION TO CONCEPTS AND TECHNIQUES OF PRIMARY CARE NURSING (2) This course emphasizes the development of the student's concepts of the expanded nursing role. It builds on assessment skills and knowledges pertaining to the conceptual framework acquired in NURS 602. It provides opportunity to collect and analyze data with a variety of skills and techniques that expand the nursing process for the health of adults. Requisite: NURS 602, NPHY 602. (Guberski and Jones)

NURS 613 CLINICAL DIAGNOSIS AND MANAGEMENT I (4) This course prepares the student to function at a beginning level as a nurse practitioner in an ambulatory setting. This is the first of two sequential courses which focuses on a different set of health problems for study. The student applies the nursing process by performing 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 with common health problems. Prerequisite: NURS 611.

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

NURS 615 ADVANCED PRIMARY HEALTH CARE (5) This course consists of an intensive applied clinical experience and seminar sessions. It is designed to assist the student in analyzing multiple variables in health and disease, and through a problem-solving approach, determine an optimal plan in relation to both short and long-term goals. The emphasis is an increased independence and decision-making in an interprofessional environment. Prerequisite: NURS 613 and 614. (Staff)

NURS 618 SPECIAL PROBLEMS IN PRIMARY CARE (1-3) An independent study course which allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the Department of Primary Care may select this course to study selected concepts relating to primary care nursing. Registration upon consent of adviser. Students may register for varying units of credit ranging from one-three credits. (Staff)

NURS 621 MEDICAL-SURGICAL NURSING I (2) The first level Medical-Surgical Nursing course focuses on the adaptation-stress model with consideration of how stress affects the expressions of health in an adult client. Contemporary nursing theories relating to this content are examined. The course emphasizes the interrelationships of concepts as they are utilized for adult clients with physiological alterations. Nursing strategies are identified based upon the expressions of health which are affected by stress and adaptation. The course builds upon NURS 602 and NPHY 602 which is studied concurrently or prior to NURS 621. (Staff)

NURS 622 MEDICAL-SURGICAL NURSING II (4) Building on NURS 602 and the first level Medical-Surgical Nursing course, NURS 622 focuses on the influence that developmental processes in the adult client have physical, personal, and cognitive expressions of health. Emphasis is placed on the development, implementation and evaluation of nursing strategies based on the conceptual framework which is congruent with the student's philosophy of nursing. The practicum is individualized in order to extend and/or strengthen the skills gained in NURS 602 and NURS 621 to promote the progression of students towards the attainment of their respective clinical goals. NURS 602, 621 and NPHY 602 are prerequisites. (Staff)

NURS 628 SPECIAL PROBLEMS IN MEDICAL-SURGICAL NURSING (1-3) The major objective of this course is to develop further clinical competencies within the broad

category of medical-surgical nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 631 MATERNAL AND INFANT NURSING I (3) First semester of a two-semester sequence. A conceptual approach which focuses on extensive understanding of nursing in society's total program of maternal health services with emphasis on increased practitioner skills for independent and collaborative components of professional nursing of mothers and infants. (Neal and staff)

NURS 632 MATERNAL AND INFANT NURSING II (3) Second semester of a two-semester sequence. NURS 631 is prerequisite. (Neal and staff)

NURS 633 PROFESSIONAL NURSING, CHILDBEARING AND CHILDREARING (2) Second semester. The interrelated needs of parents and children are studied in the light of recent trends in family care and guidance. Focus is on the study of social factors influencing maternal and child nursing, the relationship of current problems and their significance in childbearing and childrearing. (Neal and staff)

NURS 634 SCIENTIFIC BASIS OF MATERNAL AND INFANT NURSING I (2) A study of scientific concepts which influence life processes as they relate to maternal and infant nursing. (Neal and staff)

NURS 635 SCIENTIFIC BASIS OF MATERNAL AND INFANT NURSING II (2) The course builds upon and extends the application of scientific concepts to maternal and infant nursing which was begun in NURS 634. (Neal and staff)

NURS 638 SPECIAL PROBLEMS IN MATERNITY NURSING (1-3) The major objective of this course is to develop further competencies in the area of maternity nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Neal and staff)

NURS 641 NURSING OF CHILDREN I (3) First semester of a two-semester sequence. Focuses on extensive knowledge and understanding of nursing in society's total program of child health services and on gaining increased practitioner skills in professional nursing of children. (Neal and staff)

NURS 642 NURSING OF CHILDREN II (3) Second semester of a two-semester sequence. NURS 641 is prerequisite. (Neal and staff)

NURS 643 SCIENTIFIC BASIS OF NURSING OF CHILDREN I (2) A study of scientific concepts which influence life processes as they relate to the nursing of children. (Neal and staff)

NURS 644 SCIENTIFIC BASIS OF NURSING OF CHILDREN II (2) This course builds upon and extends the application of scientific concepts to nursing of children which was begun in NURS 643. (Neal and staff)

NURS 648 SPECIAL PROBLEMS IN NURSING OF CHILDREN (1-3) The major objective of this course is to develop further competencies in the area of nursing of children. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Neal and staff)

NURS 650 INDIVIDUAL THERAPY I (3) The course will consist of one theory seminar per week, clinical experience in which the student provides two hours of individual psychotherapy per week, and a supervisory seminar with individual supervision as needed. In this course, students are given the opportunity to examine and apply concepts that include dynamics of human behavior, formation of personality, the techniques of

problem-solving, and the skills of communication in relation to therapeutic nursing care of psychiatric patients. (Robinson)

NURS 651 INDIVIDUAL THERAPY II (3) The course will consist of a seminar every other week and clinical experience in which the student provides a minimum of two hours of individual psychotherapy per week. Supervision of the practicum is weekly. Twice a month the scheduled supervision will occur in a group; the alternate week's supervision is on an individual basis. Both process recordings and tape recorded interviews will be utilized. In this course, students are given the opportunity to expand their knowledge of concepts and therapeutic interventions with psychiatric patients which they identified in NURS 650 (Individual I) to be of particular interest or significance to them. NURS 650 is a prerequisite. (Robinson)

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

NURS 653 GROUP THEORY AND PRACTICE II (3) This course is designed to further develop the student's theoretical and clinical expertise in group work and group psychotherapy. Emphasis is placed on the role of the therapist in the integration and utilization of theoretical concepts to clinical group practice and in developing skills in supervision. NURS 652 is a prerequisite.

Specialized group therapy techniques and research relate to group practice are reviewed. Each student is required to co-lead a group approved by the faculty.

(McManama)

NURS 654 LIAISON NURSING I (3) The 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. (Robinson)

NURS 655 ORIENTATION TO CRITICAL CONCEPTS IN FAMILY (3) Orientation to the theories and techniques of family therapy. Emphasis on family systems theory. Interview experience with selected families and development of observational skills.

(Cain and Ward)

NURS 656 INTRODUCTION TO CLINICAL PRACTICE WITH FAMILIES (3) Orientation to the role of the clinician in family therapy. Emphasis is on the identification of existing family behavior patterns. Clinical practice with at least one family. (Cain)

NURS 657 ADVANCED CLINICAL PRACTICE WITH FAMILIES (3) Advanced clinical practice and refinement of clinical skills. (Cain)

NURS 658 SPECIAL PROBLEMS IN ADULT PSYCHIATRIC NURSING (1-3) The major objective of this course is to develop further competencies in the area of adult psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 660 INTRODUCTION TO SELECTED ASPECTS OF CHILD DEVELOPMENT I (2) This course explores selective theoretical concepts of child development during the first six years of life. Emphasis is placed on integrating personality development and intellectual development. Assessment tools which reflect the theories presented will be discussed. No prerequisites. (McElroy)

NURS 661 ORIENTATION TO CRITICAL PROBLEMS IN FAMILY-CHILD RELATIONSHIPS I (2) First semester of a two-semester sequence. Examination of theoretical concepts of normal and abnormal psychological developments that are applicable to nursing situations. (Staff)

NURS 662 ORIENTATION TO CRITICAL PROBLEMS IN FAMILY-CHILD RELATIONSHIPS II (2) Second semester of a two-semester sequence. NURS 661 is prerequisite. (Staff)

NURS 663 NURSING OF PRESCHOOL CHILDREN WITH DEVIANT BEHAVIOR (2) Second semester. Laboratory experience with preschool children. Emphasis is on using observations, participation and understanding of play, play materials and language as media utilized by children to express themselves to the nurse. (Staff)

NURS 664 INTRODUCTION TO SELECTED ASPECTS OF CHILD DEVELOPMENT II (2) This course explores selective theoretical concepts of child development during the years from seven through adolescence. Emphasis is placed on examining the following theorists: Erikson, Winnicott, Lidz and Piaget. NURS 660 is a prerequisite to this course. (McElroy)

NURS 665 COMPREHENSIVE CARE OF CHILDREN WITH PSYCHIATRIC DISORDERS I (4) First semester of a two-semester sequence. Assessment of child psychiatric nursing practice in primary, secondary, and tertiary prevention of emotional disturbances in children. Students gain experience in practice of treatment modalities in inpatient and community settings. (Staff)

NURS 666 COMPREHENSIVE CARE OF CHILDREN WITH PSYCHIATRIC DISORDERS II (4) Second semester of a two-semester sequence. NURS 665 is prerequisite. (Staff)

NURS 668 SPECIAL PROBLEMS IN CHILD PSYCHIATRIC NURSING (1-3) The major objective of this course is to develop further competencies in the area of child psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 670 SCHOOL HEALTH (2) This course is designed to examine factors and programs that contribute to the promotion and maintenance of health in the school population. The development of school health programs and nursing services are discussed. Issues, legislation and organizations involved in school health are explored. Prerequisite: NURS 602 or permission of Instructor. Offered fall semester. (Northrop)



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

NURS 672 COMMUNITY HEALTH NURSING I (1) This first level departmental course is given concurrently with NURS 602 and is designed to identify, describe, and define concepts of the conceptual framework that are relevant for community health nursing practice. Family and community are employed as the basic units of study, and the construct, health, is considered the norm to be maintained or achieved. Requisite: NURS 602. (Ruth and White)

NURS 673 COMMUNITY HEALTH NURSING II (3) This is a required second level departmental course. While the families that students selected in Community Health Nursing I continue to serve as the basic unit of analysis, emphasis shifts to the study of the community. The community's structure and level of functioning, and the interrelatedness between community health and family health is explored. Participation in community organizations and the investigation of community health nursing practice is included in the practicum. Prerequisites: NURS 602, NURS 606, and NURS 672. Offered fall semester. (Lenz)

NURS 674 COMMUNITY HEALTH NURSING WITHIN THE HEALTH CARE SYSTEM (2) This course focuses upon the relationship between the health level of the community and the organization of the health care system. Social and political forces, and major public policies that are shaping the organization and delivery of community health nursing services will be analyzed. An examination of theory, research, governmental and other professional documents will provide the bases for discussion as to how effective and efficient services can be achieved. Various systems of health care organization will be compared in terms of health level, structure, and reimbursement mechanisms. Prerequisites: NURS 672, NURS 606. Offered spring Semester. (Ruth and White)

NURS 675 COMMUNITY HEALTH NURSING III (2) This is a required third level departmental course for students whose area of concentration is community health nursing. It is given concurrently with the practicum in role preparation. The emphasis is upon intervention strategies as applied to selected roles in community health nursing. Prerequisites: NURS 602, NURS 604, NURS 606, NURS 672 and NURS 673. (Northrop and Ruth)

NURS 676 COMMUNITY HEALTH GROUPS: LEADERSHIP STRATEGIES (2) The theory content and practicum of this course offers learning experiences particularly pertinent and applicable to working with well families and health-oriented community groups. The course is designed to provide graduate students in community health an opportunity to gain additional skills in the use of group leadership strategies to bring about change toward defined goals and objectives. Prerequisites: Basic course in group dynamics; NURS 602, NURS 604, and NURS 672. (Boyd and White)

NURS 677 URBAN HEALTH (2) This course focuses on the impact of demographic and social change on health in the urban setting. Emphasis is on viewing health and health services within an analytical perspective stressing interrelationships with urban structure, patterns of demographic transition, urban life styles and environments, and the resources and strengths of urban community systems. Open to non-nursing majors with permission of instructor. Fall semester. (Lenz)

NURS 678 SPECIAL PROBLEMS IN COMMUNITY HEALTH NURSING (1-3) The major objective of this course is to develop further competencies within the area of community health nursing. Registration by consent of adviser. Students may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 680 CURRICULUM AND INSTRUCTION IN NURSING EDUCATION (3) This course combines the elements of the curriculum process with instructional principles and methodologies through both faculty and student conducted seminars. It is designed to assist the student in the understanding and application of the foundations and methods of curriculum development. Pre or corequisite: NURS 604. (Blakeney)

NURS 682 PRACTICUM IN TEACHING IN NURSING (3) Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total teaching learning process. An analytical approach to teaching effectiveness is emphasized. Placement in junior college baccalaureate programs or inservice settings is arranged according to track selected. Pre or corequisite: NURS 680. (Staff)

NURS 683 PRACTICUM FOR CLINICAL SPECIALIST IN NURSING (4) Supervised experience which will prepare the graduate student to function in the role of clinical specialist. Placement may be in community or home settings, chronic and long-term care facilities as well as intensive care units. Taken concurrent with NURS 684. (Staff)

NURS 684 SEMINAR IN NURSING—CLINICAL SPECIALIZATION (2) The purpose of this course is to provide the knowledge, understanding and skill necessary to function as a clinical specialist. (Staff)

NURS 685 INSTRUCTIONAL SKILLS (3) This course, conducted by means of micro teaching lab, fosters the development and analysis of selected teaching skills directed at predetermined levels of functioning in the cognitive, affective and psychomotor domains. Prerequisites: NURS 604, and two semesters of clinical course work. Pre or corequisite: NURS 680. (Robinette)

NURS 688 SPECIAL PROBLEMS IN NURSING EDUCATION (1–3) The major objectives of this course is to develop further competencies in the area of teaching. Registration upon consent of adviser. Student may register for one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 689 SPECIAL PROBLEMS IN CLINICAL SPECIALIZATION (1–3) The major objective of this course is to develop further competencies in the areas of clinical specialization. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 691 ADMINISTRATION OF NURSING EDUCATION (2) Application of administrative processes as employed in nursing education settings. Comparison and contrasts of the administrative skill requirements among types of educational programs will be addressed where appropriate. Prerequisite: NURS 604. (Hechenberger)

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

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

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

NURS 698 SPECIAL PROBLEMS IN NURSING ADMINISTRATION (1-3) The major objective of this course is to develop further competencies in the area of administration. Registration by consent of adviser. Student may register for one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 701 RESEARCH METHODS AND MATERIALS IN NURSING (3) One four-hour lecture/lab a week. Includes basic understandings of the philosophy of research, the nature of scientific thinking, methods of research, and research literature in nursing. Working in teams, students plan and implement a research study. Basic statistics is prerequisite. (Shelley and staff)

NURS 702 APPLICATION OF INFERENTIAL STATISTICS TO NURSING RESEARCH DESIGNS (2) This course emphasizes the requirements and interpretation of inferential procedures widely used in nursing research designs. Statistical computer programs are utilized with actual nursing data. Selection of the most appropriate procedure is stressed. Data snooping and alternative analyses are studied, including bivariate correlation, partial correlation, one-way ANOVA, ANCOVA, multiple regression and various nonparametric analyses. Instrument reliability is computed and an overview of other procedures is presented. A pragmatic rather than mathematical approach is used. A three-hour class session each week combines lecture and lab. Prerequisite: NURS 701. (Staff)

NURS 708 SPECIAL PROBLEMS IN NURSING RESEARCH (1-3) The major objective of this course is to develop further research competencies in selected students. Registration upon consent of instructor. Variable amounts of credit ranging from one-three per semester may be taken with a maximum of six (6) credits per degree. (Staff)

NURS 771 OCCUPATIONAL HEALTH (2) This course provides an examination of issues and research in occupational health. The expressions of health of working segments of the adult population in various occupations will be explored. The role of the nurse in occupational health is considered in terms of legislation, private and public industry, unionized and nonunionized worker. Prerequisite: NURS 602 or permission of instructor. Offered spring semester. (Northrop)

NURS 799 MASTER'S THESIS RESEARCH (1-6) (Staff)

NPHY 421, 422 PRINCIPLES OF HUMAN PHYSIOLOGY (3, 3) Required for students majoring in maternal and child nursing. Open to all other students. (Urbaitis)

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

NPHY 610 METHODS AND PRINCIPLES OF APPLIED PHYSIOLOGY I (3) The first of two sequential courses designed to provide the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management.

The course elaborates upon specific pathophysiologic principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480. (Edmunds)

NPHY 611 METHODS AND PRINCIPLES OF APPLIED PHYSIOLOGY II (3) The last of two sequential courses designed to provide the student with an in-depth base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management.

The course elaborates upon specific pathophysiologic entities and study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisites: NPHY 480 and NPHY 610. (Staff)

CONTINUING EDUCATION PROGRAM



CONTINUING EDUCATION PROGRAM

In recent years the School of Nursing has greatly increased the number of workshops, seminars and short courses designed to meet specific continuing education needs of practicing nurses in Maryland. These offerings are built upon the basic preparation of the registered nurse and are not a substitute for the organized sequence of studies leading to an academic degree.

The Continuing Education Program serves to enhance or update knowledge and professional competency in the delivery of health services. Participation of the learners during the planning, implementation and evaluation of each continuing education offering is encouraged. Activities are coordinated with professional groups, other educational institutions and health-related agencies in the state to encourage cooperative planning and interdisciplinary programming. In addition to three regional committees consisting of nurses in western Maryland, the Hagerstown area and the Eastern Shore, each workshop is sponsored by a special interest committee whose members participate in planning and evaluation.

A Council for Continuing Education of the Baltimore campus is composed of the Directors of Continuing Education in the seven professional schools. The number and scope of interdisciplinary courses has increased as a result of the council's activities.

A Faculty Advisory Committee in the School of Nursing assists with identifying continuing education needs and overall program planning. Faculty members participate in planning for an teaching in specific workshops as appropriate and serve as consultants to the program. The director of the Continuing Education Program serves as a consultant to the codirectors of an ongoing Primary Care Nurse Practitioner Program which is supported by a grant from the Division of Nursing, DHEW, for a three-year period.

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



FACULTY



Dean Marion I. Murphy

THE FACULTY

UNIVERSITY OF MARYLAND SCHOOL OF NURSING

- Abbott, Nellie K., Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Waynesburg College, 1954; M. Litt., University of Pittsburgh, 1958; Ph.D., New York University, 1968; (RN)*
- Akehurst, Alice J., R.N. Advisor and Assistant Professor of Nursing
B.S., University of Maryland, 1958; M.S., 1966; (RN)
- Allanach, Bruce C., Instructor of Nursing (Psychiatric Nursing)
B.S., Boston University, 1967; M.N., University of Washington, 1973; (RN)
- Arnold, Thelma S., Assistant Professor (Nutrition)
B.S., Virginia Technologic and State University, 1961; M.S., Oregon State University, 1964; Ph.D., Virginia Technologic and State University, 1975
- Ashjian, Ann N., Assistant Professor of Nursing (Community Health Nursing)
B.S., St. Louis University, 1961; M.P.H., University of North Carolina, 1969; (RN)
- Awrey, June M., Assistant Professor of Nursing of Children (Graduate Program)
B.S., University of Western Ontario, 1961; M.A., University of Michigan, 1968; (RN)
- Bailey, Mary A., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Arizona State University, 1969; M.S., Medical College of Georgia, 1972; (RN)
- Baker, Patricia, Assistant Professor of Nursing (Medical and Surgical Nursing—Media)
B.S., University of Maryland, 1966; M.S., University of Pennsylvania, 1970; (RN)
- Bausell, R. Barker, Assistant Professor, Center for Research and Evaluation
B.S., University of Delaware, 1968; Ph.D., 1976
- Beck, Cheryl, Assistant Professor of Nursing (Maternity Nursing)
B.S.N., Western Connecticut College, 1970; M.S.N., Yale University, 1972; (RN) Certified Nurse-Midwife
- Berg, Ellen M., Assistant Professor of Nursing (Community Health Nursing)
B.S., Incarnate Word College, 1962; M.P.H., University of Minnesota, 1967; (RN)
- Blakeney, Hazle E., Chairperson, Career Development and Professor (Graduate Program)
B.S., Kansas State College, 1944; M.A., Teachers College, Columbia University, 1951; Ed.D., 1967; (RN)
- Boaz, Evelyn E., Instructor of Nursing (Community Health Nursing)
B.S., Roanoke College, 1962; B.S., Columbia University, 1966; M.P.H., University of Pittsburgh, 1975; (RN)
- Boland, Barbara, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Catherine Spaulding College, 1960; M.S., University of Maryland, 1973; (RN)
- Booth, Rachel Z., Chairperson, Primary Care Nursing and Assistant Professor (Graduate Program)
B.S., University of Maryland, 1968; M.S., 1970; (RN)**
- Booth, Sandra, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1959; M.S., 1975; (RN)
- Bowie, Reuben B., Instructor of Nursing (Medical and Surgical Nursing)
B.S., Tuskegee Institute, 1965; M.S., University of Maryland, 1973; (RN)
- Brewer, Thomas, Instructor of Nursing (Psychiatric Nursing)
B.A., Marquette University, 1965; B.S., 1968; M.S., University of Michigan, 1974; (RN)
- Brice, Betty, Assistant Professor of Nursing (Maternity Nursing)
B.S., Loretto Heights College, 1970; M.S., Columbia University, 1972; (RN) Certified Nurse-Midwife
- Brock, Anna M., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S.N., University of Maryland, 1969; M.Ed., 1972; Ph.D., University of Maryland, 1976; (RN)
- Brodkey, Caroline G., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Miami, 1964; M.P.H., University of Minnesota, 1970; (RN)
- Brooks, Naomi, Instructor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1961; M.S., 1976; (RN)
- Brunner, Suzanne, Instructor of Nursing of Children (Graduate Program)
B.S., Ohio State University, 1972; M.S., University of Maryland, 1976; (RN)
- Cain, Ann M., Associate Professor of Psychiatric Nursing (Graduate Program)
B.S., Ohio State University, 1956; M.S., University of Colorado, 1959; Ph.D., University of Maryland, 1972; (RN)
- Carson, Verna J., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1968; M.S., 1973; (RN)*
- Carty, Arlene, Instructor of Nursing (Psychiatric Nursing)
B.S.N., Duquesne University, 1965; M.S.N., Catholic University of America, 1972; (RN)
- Chichester, Myra, Assistant Professor of Nursing (Maternity Nursing)
B.S.N., Columbia University, 1957; M.S., University of Maryland, 1971; (RN)
- Ciamillo, Carmiele, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Seton Hall University, 1968; M.S., University of Maryland, 1974; (RN)

- Clafflin, Marjorie E., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Bridgeport, 1963; M.S., University of Maryland, 1970; (RN)
- Cohen, Francine, Instructor of Nursing (Psychiatric Nursing)
B.S., Wagner College, 1971; B.S., Downstate Medical Center, 1974; M.S., Rutgers State University, 1976; (RN)
- Cohen, Marsha H., Instructor of Nursing (Pediatric Nursing)
B.S., University of Pennsylvania, 1966; M.S., University of Wisconsin, 1971; (RN)
- Damratowski, Frances J., Assistant Professor of Nursing (Maternity Nursing)
B.S., DePaul University, 1962; M.S., Catholic University of America, 1967; (RN) Certified Nurse-Midwife
- Davis, Ada R., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1973; M.S., 1974; (RN)
- Dietrick, Helen, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1973; M.S., University of Maryland, 1974; (RN)
- Distasio, Carol A., Research Assistant Professor
B.S., University of Maryland, 1971; M.S., 1973; (RN)*
- Dorsey, Donna M., Assistant Professor of Nursing (Community Health Nursing)
B.S., East Carolina University, 1967; M.S., University of Maryland, 1975; (RN)
- Edmunds, Marilyn, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., Brigham Young University, 1964; M.S., DePaul University, 1970; (RN)
- Eggebroten, Evelyn Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Colorado, 1948; M.S., 1960; (RN)
- Ellis, Merlan O., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Idaho, 1964; M.P.H., University of North Carolina, 1970; (RN)
- Ensor, Barbara, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1970; M.S., 1974; (RN)
- Ewing, Donna M., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.A., Allegheny College, 1960; B.S., University of Pittsburgh, 1964; M.S., University of Washington, 1973; (RN)
- Eyster, Donna, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1969; M.S., Ohio State University, 1972; (RN)
- Fischman, Susan, Assistant Professor of Maternity Nursing (Graduate Program)
B.S.N., University of Michigan, 1957; M.P.H., Johns Hopkins University, 1965; Dr. P.H., 1974; (RN)
Certified Nurse-Midwife*,**
- Fisher, Myra, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Cincinnati, 1965; M.S., Catholic University of America, 1971; (RN)*
- Ford, Joshua, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., Case Western Reserve University, 1967; M.S.N., University of Texas at San Antonio, 1974; (RN)
- Fortier, Julie C., Assistant Professor of Nursing (Maternity Nursing)
B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1968; (RN)
- Fox, Eileen L., Assistant Professor of Nursing (Community Health Nursing)
B.S., Catholic University, 1965; M.S., 1973; (RN)
- Funk, Karen L., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Johns Hopkins University, 1971; M.Ed., 1973; (RN)
- Gannon, Mary Ellen, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Pittsburgh, 1961; M.S., University of Michigan, 1969; (RN) (On leave 1976-77)
- Gibbons, Jack E., Instructor of Nursing (Medical and Surgical Nursing)
B.S., Madison College, 1958; M.S.N., Ohio State University, 1975; (RN)
- Gipe, Florence M., Dean Emerita
B.S., Catholic University of America, 1937; M.S., University of Pennsylvania, 1940; Ed.D., University of Maryland, 1952; (RN)
- Goldberg, Evelyn, Research Assistant Professor
B.S. University of Maryland, 1967; Sc.D., Johns Hopkins University, 1971; (RN)*
- Goolkasian, Pauline, Assistant Professor of Nursing (Maternity Nursing)
B.S., Northeastern University, 1971; M.S., Catholic University of America, 1973; (RN)
- Gossard, Virginia A., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1966; M.S., 1970; (RN)
- Grimm, Patricia, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Connecticut, 1964; M.S., Catholic University, 1976; (RN)
- Gross, Elizabeth M., Assistant Professor of Nursing (Maternity Nursing)
B.S., University of California (San Francisco), 1966; M.S., 1968; (RN)
- Gruber, Patricia, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Incarnate College, 1956; M.S., St. Louis University, 1972; (RN)
- Guberski, Thomasine, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., American International College, 1964; M.S., University of Michigan, 1969; (RN)
- Gunnett, Ann E., Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1968; M.S., Case Western Reserve University, 1975; (RN)

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

Hamer, Lawrence A., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Iowa, 1968; M.A., 1973; (RN)

Hammack, Betty L., Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., University of Kentucky, 1965; M.S., University of Maryland, 1968; M.P.H., Johns Hopkins University, 1974; (RN)*

Hammond, Jean E., Instructor of Nursing (Pediatric Nursing)
B.S., Southern Connecticut State College, 1972; M.S.N., Yale University, 1974; (RN)

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

Harkleroad, Malissa A., Assistant Dean, Undergraduate Admissions and Progressions and Associate Professor
B.S.N., Medical College of Virginia, 1956; M.S.N., University of North Carolina, 1961; Ph.D., Catholic University of America, 1973; (RN)

Haymaker, Sharon R., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1970; M.S., Case Western Reserve University, 1973; (RN)

Hechenberger, Nan B., Associate Professor, Career Development: Administration of Nursing (Graduate Program)
B.S., Villanova University, 1956; M.S., Catholic University of America, 1959; Ph.D., 1973; (RN)

Henderson, Kathryn, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Syracuse University, 1970; M.S., University of Maryland, 1973; (RN)

Herberg, Paula, Assistant Professor of Nursing (Child Psychiatric Nursing)
B.S., California State, 1968; M.S., University of Maryland, 1972; (RN)

Hicks, Johnnye M., Assistant Professor of Maternity Nursing (Graduate Program)
B.S., Winston-Salem University, 1961; M.S., Yale University, 1965; (RN) Certified Nurse-Midwife

Higginbottom, Rhonda W., Instructor of Nursing (Medical and Surgical Nursing)
B.S., Syracuse University, 1970; M.S., 1972; (RN)

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

Horan, Janet B., Instructor of Nursing (Community Health Nursing)
B.S.N., University of Pennsylvania, 1969; M.P.H., Johns Hopkins University, 1975; (RN)

Hughes, Elizabeth, Associate Professor, Career Development (Graduate Program)
B.S., Columbia University, 1960; M.S., University of Maryland, 1967; Ph.D., 1973; (RN)

Huss, Karen, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Maryland, 1969; M.S., 1975; (RN)

Jaffe, Robin, Assistant Professor (Psychiatric Nursing)
B.S.N., Cornell University, 1969; M.S., University of Maryland, 1973; (RN)

James, Doris M., Instructor of Nursing (Medical and Surgical Nursing)
B.S., Youngstown State University, 1964; M.S.N., University of North Carolina, 1974; (RN)

Jensen, Jo Anne, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of South Carolina, 1970; M.S., University of Colorado, 1976; (RN)

Johnson, Hazel, Assistant Dean and Assistant Professor; Director, Walter Reed Army Institute of Nursing
B.S., Villanova University, Pennsylvania, 1959; M.S., Teachers College, Columbia University, 1963; Ph.D., Catholic University of America, 1976; (RN)

Jones, Addie, Instructor in Nursing (Pediatric Nursing)
B.S., Omaha University, 1967; M.S., University of Colorado, 1972; (RN)

Jones, L. Colette, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., University of Nebraska, 1958; M.S., Catholic University of America, 1972; (RN)

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

Kerr, Sr. Charlotte, Instructor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1971; M.P.H., University of North Carolina, 1973; (RN)

Kessler, Jo Marie, Instructor of Nursing (Medical and Surgical Nursing)
B.S., California State University at Los Angeles, 1967; M.S., University of Maryland, 1976; (RN)

Klisch, Mary L., Instructor of Nursing (Psychiatric Nursing)
B.S., Catholic University of America, 1966; M.S., 1976; (RN)

Knepper, Glenn B., Instructor of Nursing (Community Health Nursing)
B.S., Ohio State University, 1966; M.P.H., University of North Carolina, 1970; (RN)

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

Koonz, F. Patricia, Director of Continuing Education and Assistant Professor (Continuing Education)
B.S., Seton Hall University, 1954; M.S., Catholic University of America, 1961; (RN)

Krall, Paulette, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1969; M.S.N., Loyola University of Chicago, 1974; (RN)

Krauss, Nancy, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1967; (RN)*

- Kreider, Mildred S., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S.N., Goshen College, 1958; M.S., University of Maryland, 1968; Ph.D., 1976; (RN)
- Kunder, Antonia, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Colorado, 1968; M.S., University of Maryland, 1973; (RN)
- Lawrence, Arlene M., Assistant Professor (Nutrition)
B.S., College of Misericordia, 1964; M.S., University of Maryland, 1973
- Lazor, Elizabeth, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Incarnate Word College, 1970; M.S.N., Medical College of Georgia, 1975; (RN)
- Leak, Elvira R., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S.N., D'Youville College, 1971; M.S., University of Maryland, 1973; (RN)
- Leavitt, Jean D., Instructor of Nursing (Pediatric Nursing)
B.S., University of Pittsburgh, 1968; M.S., 1970; (RN)
- Lensing William A., Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., Loyola University, 1966; M.S.N., University of Illinois, 1973; (RN)
- Lenz, Elizabeth R., Associate Professor of Community Health Nursing (Graduate Program)
B.S.N., DePauw University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976
- Lewis, Frances M., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Loretto Heights College, 1967; M.N., University of Washington, 1968; M.A., Stanford University, 1974; (RN)
- Lindberg, Ruth R., Instructor of Nursing (Pediatric Nursing)
B.S., University of Pittsburgh, 1968; M.S., University of Maryland, 1972; (RN)
- Lindsey, Ada M., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Ohio State University, 1959; M.S., 1960; (RN)
- Linthicum, Louise, Associate Professor of Maternity Nursing (Graduate Program)
B.S., Johns Hopkins University, 1959; M.S., University of Maryland, 1964; Ph.D., 1975; (RN)
- Madison, Ann S., Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN)
- Martin, Elizabeth A., Assistant Professor of Nursing (Maternity Nursing)
B.S.N., Tuskegee Institute, 1969; M.S., University of Maryland, 1974; (RN)
- Matejski, Myrtle S., Assistant Professor, Career Development: Teaching of Nursing (Graduate Program)
B.S., Boston University, 1953; M.S., 1954; A.M., 1958; (RN)
- Mayer, Judith A., Assistant Professor of Nursing (Maternity Nursing)
B.S., Northern Illinois University, 1973; M.S., 1974; (RN)
- McBee, Betty, Assistant Professor of Nursing (Maternity Nursing)
B.S., University of Maryland, 1967; M.S., 1971; (RN)
- McElroy, Evelyn M., Associate Professor of Psychiatric Nursing (Graduate Program)
B.S.N., University of Colorado, 1961; M.S., University of Maryland, 1966; Ph.D., 1973; (RN)**
- McEntee, Margaret, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Seton Hall University, 1968; M.S., University of Maryland, 1973; (RN)
- McFadden, Ellen, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Virginia, 1973; M.S., University of Maryland, 1974; (RN)
- McGinty, Margaret A., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- McManama, Delores A., Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., University of Minnesota, 1959; M.S.N., Catholic University of America, 1962; (RN)
- Mechalske, Helen R., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Maryland, 1968; M.S.N., 1976; (RN)
- Melcolm, Norma J., Director, Senior Year and Assistant Professor
B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; (RN)
- Minahan, Sue P., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Texas Woman's University, 1962; M.N., University of Washington, 1973; (RN)
- Moleski, Carol, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1970; M.S., Arizona State University, 1975; (RN)
- Morgan, Ann P., Coordinator, Orientation and Faculty Development and Assistant Professor
B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN)
- Moseley, H. Jewel, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1959; M.S., 1963; (RN)
- Murphy, Marion I., Dean and Professor of Nursing
B.S., University of Minnesota, 1936; M.P.H., University of Michigan, 1946; Ph.D., 1959; (RN)
- Muth, Stephanie H. Assistant Professor of Nursing of Children (Graduate Program)
B.S., Capital University, 1963; M.S., University of California (San Francisco), 1969; (RN)
- Neal, Margaret T., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Southern Missionary College, 1965; M.S.N., Catholic University of America, 1970; (RN)
- Neal, Mary V., Chairperson, Maternal and Child Nursing and Professor (Graduate Program)
B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; (RN)

Newman, Barbara R., Assistant Professor of Nursing (Medical-Surgical Nursing)
B.A., Oklahoma City University, 1970; M.S., University of Maryland, 1973; (RN)

Newton, Laura D., Instructor of Nursing (Maternity Nursing)
B.S.N., Duke University, 1967; M.S., University of Maryland, 1975; (RN)

Northrop, Cynthia E., Instructor of Community Health Nursing (Graduate Program)
B.S., Columbia Union College, 1972; M.S., University of Maryland, 1975; (RN)

Oatway, David M., Instructor of Nursing (Community Health Nursing)
B.S.N., California State College, 1967; M.P.H., University of Minnesota, 1974; (RN)

O'Brien, Maureen, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Boston College, 1964; M.A., Boston University, 1967; (RN)

O'Neal, Daniel J. III, Assistant Professor in Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1966; M.A., New York University, 1972; (RN)

O'Toole, Susan, Instructor of Nursing (Community Health Nursing)
B.S., Georgetown University, 1967; M.S., University of North Carolina, 1975; (RN)

Pape, Linda L., Assistant Professor of Nursing (Medical-Surgical Nursing)
B.S., Columbia University, 1963; M.N., University of Pittsburgh, 1972; (RN)

Parelhoff, Sally J., Assistant Professor of Nursing (Community Health Nursing)
B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1972; (RN)

Parker, Barbara J., Instructor of Nursing (Psychiatric Nursing)
B.S., University of Illinois, 1968; M.S., University of Maryland, 1976; (RN)

Peddycord, Karen S., Assistant Professor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1970; M.S., 1972; (RN)

Perry, Lesley A., Assistant Professor of Nursing (Pediatric Nursing)
B.S.N., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; (RN)

Preston, Vivian G., Instructor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1970; M.S., Boston University, 1975; (RN)

Prorok, Colleen, Instructor of Child Psychiatric Nursing (Graduate Program)
B.S., D'Youville College, 1969; M.S., University of Maryland, 1973; (RN)*

Proulx, Joseph R., Associate Professor, Career Development: Administration of Nursing (Graduate Program)
B.S., University of Bridgeport, 1961; M.S.N., University of Pennsylvania, 1966; Ed.D., Teachers College, Columbia University, 1972; (RN)

Rapson, Mary, Assistant Professor in Primary Care Nursing (Graduate Program)
B.S., University of Maryland, 1961; M.S., 1967; (RN)

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

Reid, Marlene B., Associate Professor of Psychiatric Nursing (Graduate Program)
B.S.N., Catholic University, 1960; M.S.N., 1961; Ph.D., 1969; (RN)

Reiff-Ross, Eleanor, Assistant Professor, Center for Research and Evaluation
A.B., Hunter College, 1947; A.M., Columbia University, 1948; M.Ed., University of Maryland, 1968; Ph.D., 1972

Robinette, Marjorie, Assistant Professor, Career Development: Teaching of Nursing (Graduate Program)
B.S., University of Maryland, 1965; M.S., 1968; (RN)

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

Rojek, Evelyn, Assistant Professor of Nursing (Medical-Surgical Nursing)
B.S.N., DePaul University, 1958; M.S.N., Catholic University of America, 1974; (RN)

Rollings, Jo Ann, Instructor of Nursing (Medical-Surgical Nursing)
B.S., Baylor University, 1969; M.N., University of Washington, 1974; (RN)

Ruth, Mary V., Chairperson, Community Health Nursing and Associate Professor (Graduate Program)
B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P. H., Johns Hopkins University, 1976; (RN) Certified Nurse-Midwife

Ryan, Judith W., Assistant Professor of Nursing (Primary Care: Continuing Education)
B.S., University of Connecticut, 1965; M.S., Boston University, 1967; (RN)

Sanbury, Virginia, Assistant Professor of Nursing (Pediatric Nursing)
B.S., Johns Hopkins University, 1956; M.S., Boston University, 1966; (RN)

Sands, Rosetta, Assistant Dean, Undergraduate Curriculum and Assistant Professor
B.S., University of Maryland, 1966; M.S., 1970; (RN)

Sayle, Suzanne F., Instructor of Nursing (Psychiatric Nursing)
A.S., Briarcliff College, 1970; B.S., Cornell University, 1972; M.S., University of Maryland, 1976; (RN)

Scott, Doris E., Assistant Professor of Nursing (Human Development)
B.S.N., Dillard University, 1963; M.S., Boston University, 1968; (RN)*

Shelley, Sonya I., Director, Research and Evaluation Center and Associate Professor
B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1973

Shubkagel, Betty L., Chairperson and Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1954; M.N.Ed., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN)

- Silber, Deborah H., Instructor of Nursing (Psychiatric Nursing-Alcoholism and Drug Abuse)
B.S., University of Maryland, 1973; M.S., 1974; (RN)
- Small, Norma R., Assistant Professor of Nursing (Medical-Surgical Nursing)
B.S., Incarnate Word College, 1965; M.S., University of Colorado, 1971; (RN)
- Smith, Claudia M., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1965; M.P.H., University of North Carolina, 1971; (RN)
- Smith, Mary E., Instructor of Nursing (Medical-Surgical Nursing)
B.S., Misericordia College, 1968; M.N., University of Florida, 1973; (RN)
- Smith, Ruth S., Assistant Professor of Nursing (Medical-Surgical Nursing)
A.B., Asbury College, 1960; M.N.Ed., University of Pittsburgh, 1964; (RN)
- Smith, Sheila C., Instructor of Nursing (Pediatric Nursing)
B.S.N., Indiana University, 1970; M.S., 1974; (RN)
- Solomon, Natalie S., Instructor of Nursing (Community Health Nursing)
B.S., Skidmore College, 1971; M.S., New York University, 1974; (RN)
- Spilman, Helen P., Instructor of Nursing (Medical-Surgical Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- Spivack, Barbara J., Coordinator for Student Personnel Services
A.B., Michigan State University, 1965; M.A., 1969
- Stabingas, Sandra F., Instructor of Nursing (Medical-Surgical Nursing)
B.S., University of Maryland, 1968; M.S.N., University of Pennsylvania, 1975; (RN)
- Stewart, Daryl G., Assistant to the Dean, College Park
B.S., Cornell University, 1956; Ph.D., 1959
- Stremmel, Jean, Assistant Professor (Continuing Education)
B.S., Johns Hopkins University, 1954; M.S., University of Maryland, 1973; (RN)
- Stuart, Gail E., Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., Georgetown University, 1971; M.S., University of Maryland, 1973; (RN)
- Sullivan, Margaret A., Instructor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- Tross, Eleanor W., Assistant Professor of Nursing (Community Health Nursing)
B.S., Boston College, 1956; M.S., University of Pennsylvania, 1962; (RN)
- Veditz, Shirley R., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1970; M.S., 1972; (RN)
- Venn, Regina, Director, Junior Year and Assistant Professor
B.S., University of Virginia, 1964; M.N., Emory University, 1968; (RN)
- Vineys, Eugenia A., Assistant Professor of Nursing (Pediatric Nursing)
B.S.N., Incarnate Word College, 1970; M.S.N., Texas Woman's University, 1974; (RN)
- Voigt, Irena L., Assistant Professor of Nursing (Pediatric Nursing)
B.S., Columbia Union College, 1967; M.S., University of Maryland, 1973; (RN)
- Waldo, Elizabeth M., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Cornell University, 1955; M.S., University of Maryland, 1974; (RN)
- Walker, Marcus L., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Teachers College, Columbia University, 1957; M.A., Teachers College, 1959; M.P.H., Johns Hopkins University, 1972; Dr. P.H., 1976; (RN)
- Wallace, Margaret A., Assistant Professor of Maternity Nursing (Special Assistant: Graduate Program)
B.S.N.Ed., Duke University, 1955; A.M., 1958; Ed.D., 1964; (RN)*
- Waltz, Carolyn A., Associate Professor, Center for Research and Evaluation
B.S., University of Maryland, 1963; M.S., 1968; Ph.D., University of Delaware, 1976; (RN)
- Ward, Catherine E., Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., Johns Hopkins University, 1954; M.S., Boston University, 1962; (RN)
- Washington, Lawrence C., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1969; M.S.N., Catholic University of America, 1972; (RN)
- Waskey, Patricia A., Instructor of Nursing (Medical and Surgical Nursing)
B.S., St. Joseph College, 1970; M.S., University of Maryland, 1975; (RN)
- Watson, Eileen, Instructor of Nursing (Psychiatric Nursing)
B.S.N., Fairleigh Dickinson University, 1967; M.S.N., University of Texas at Austin, 1975; (RN)
- Weakland, Mary, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1970; M.S., University of Maryland, 1974; (RN)
- Wells, Carol G., Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., University of Texas, 1967; M.N., University of California, 1973; (RN)
- Weinstein, Ruth K., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1960; M.S., 1974; (RN)
- Weisburger, Linda, Instructor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1972; M.S., 1976; (RN)
- White, Caroline M., Assistant Professor in Community Health Nursing (Graduate Program)
B.S., Columbia University, 1962; M.P.H., Johns Hopkins University, 1964; Dr. P.H., 1974; (RN)
- Williams, Linda L., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Columbia Union College, 1962; M.S., University of Maryland, 1970; (RN)

Wilsker, Donna G., Assistant Professor of Nursing (Maternity Nursing)
 B.S., University of Bridgeport, 1971; M.S., University of Maryland, 1973; (RN)

Wilson, Margaret, Assistant Professor of Nursing (Pediatric Nursing)
 B.S., University of Missouri, 1967; M.S., University of Florida, 1972; (RN)

Wohlsen, Kathryn S., Associate Professor of Nursing (Community Health Nursing)
 A.B., Western Reserve University, 1938; M.N., 1941; M.A., Columbia University, 1947; (RN)

Wright, Pamela J., Instructor of Nursing (Medical and Surgical Nursing)
 B.S., Fairleigh Dickinson University, 1971; M.S., Catholic University of America, 1974; (RN)

Wyatt, Janet S., Assistant Professor of Nursing (Community Health Nursing)
 B.S., Keuka College, 1971; M.S., University of Alabama, 1974; (RN)

* Part time appointment

** Joint appointment in School of Medicine

ASSISTANT INSTRUCTORS

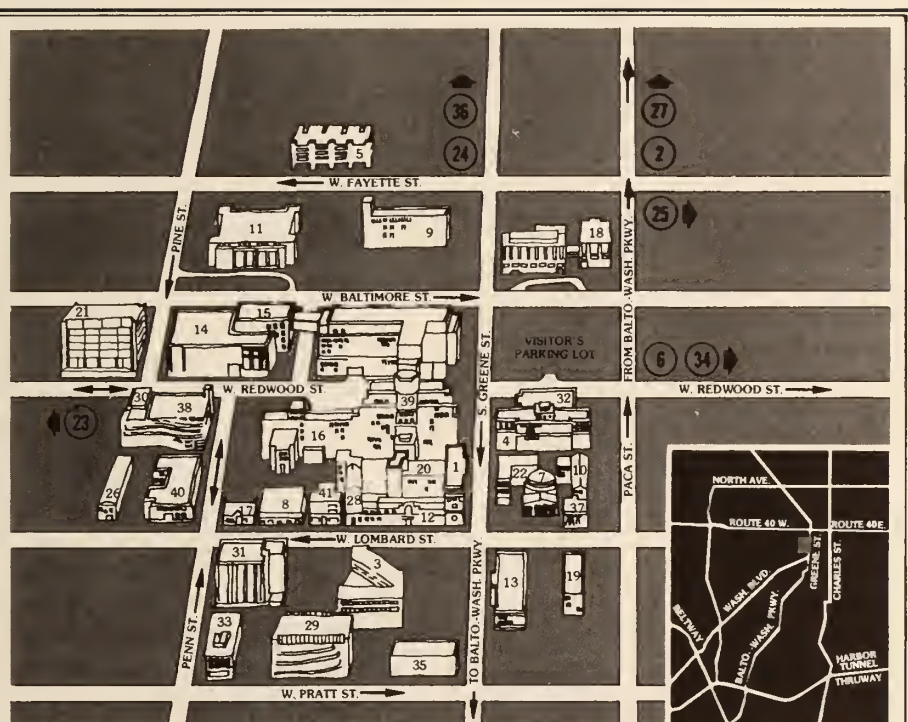
Ansel, Gail A., Assistant Instructor of Nursing (Maternity Nursing)
 B.S., University of Maryland, 1975; (RN)

Bacot, Mary H., Assistant Instructor of Nursing (Pediatric Nursing)
 B.S., University of Maryland, 1974; (RN)

Kelleher, Patricia W., Assistant Instructor of Nursing (Pediatric Nursing)
 B.S., University of Maryland, 1972; (RN)

CAMPUS MAP





BUILDING KEY, UNIVERSITY OF MARYLAND AT BALTIMORE

1. Allied Health Professions Building, 32 S. Greene Street
2. Medical Technology, School of Pharmacy, Physical Therapy, Radiologic Technology classrooms, offices, laboratories
3. Alpha House, 828 N. Eutaw Street (off campus)
4. Baltimore Union, 621 W. Lombard Street
5. Bressler Research Building, 29 S. Greene Street
6. Medical school research laboratories, Baltimore offices of the university's Board of Regents
7. Community Mental Health and Retardation Center (under construction), Fayette and Arch Streets
8. The university will use the \$12 million-plus facility jointly with the Inner City Mental Health Program and the State Department of Mental Hygiene
9. Community Pediatric Center, 412 W. Redwood Street (off campus)
10. Innovative program of comprehensive health care for children in southeastern health district. Federally funded.
11. Davidge Hall, 522 W. Lombard Street
12. Built in 1812 and designed by R. Cary Long, who used the Pantheon in Rome as his model. The oldest building in the nation used continuously for medical education. The university's Medical Alumni Association plans to restore the building to its original state and open it to the public as a medical museum.
13. Dunning Hall, 636 W. Lombard Street
14. School of Pharmacy classrooms and offices. Drug manufacturing lab, poison information center.
15. Fayette Street Garage, 633 W. Fayette Street
16. Gray Laboratory, 520 Rear W. Lombard Street
17. Medical school offices and laboratories, Physical Therapy offices, Personnel training room.
18. Hayden-Harris Hall, 666 W. Baltimore Street
19. School of Dentistry clinics, classrooms, offices. Opened in 1970.
20. Health Sciences Computer Center, 610 W. Lombard Street
21. Computer Center, pharmacy school offices and labs, Medical Technology labs, Division of Clinical Investigation, Office of Student Affairs.
22. Health Sciences Library, 111 S. Greene Street
23. Main library for all professional schools except the School of Law. Includes historical book collection and computerized circulation and information services.
24. Howard Hall, 660 W. Redwood Street
25. Central Administration offices, medical school classrooms, offices, labs.
26. Howard Hall Addition, 655 W. Baltimore Street
27. Medical school classrooms, offices, labs.
28. Institute of Psychiatry and Human Behavior, 645 W. Redwood Street (F wing of hospital)
29. The medical school's center for psychiatric teaching and research as well as inpatient and outpatient care
30. Kelly Memorial Building, 650 W. Lombard Street
31. Headquarters of Maryland Pharmaceutical Association. B. Olive Cole Museum.
32. Law Building (Lane Hall), 500 W. Baltimore Street
33. School of Law classrooms, offices, library.
34. Lombard Building, 511 W. Lombard Street
35. Bookstore, Juvenile Law Clinic, University Relations
36. Maryland Institute for Emergency Medicine, 22 S. Greene Street
37. The first major trauma program in the nation, combining multidisciplinary teaching and research with expert round-the-clock care for the critically ill and injured. Many patients are brought by state police helicopter from all parts of Maryland.
38. Medical School Teaching Facility (under construction), 10 S. Pine Street
39. Medical Technology Building, 31 S. Greene Street
40. Medical school offices, labs
41. Mencken House, 1524 Hollins Street (off campus)
42. Methadone Program, 104 N. Greene Street (off campus)
43. National Pituitary Agency, 210 W. Fayette Street (off campus)
44. Under contract with the National Institutes of Health, the University of Maryland administers the NPA, which is the official agency for collection and distribution of human pituitary hormones for research purposes.
45. Newman Center, 712 W. Lombard Street
46. Nilson House, 826 N. Eutaw Street (off campus)
47. Parsons Residence Hall, 622 W. Lombard Street
48. Pratt Street Garage and Exercise Facility (under construction)
49. Redwood Hall, 721 W. Redwood Street
50. Division of Alcoholism and Drug Abuse officers, clinical areas.
51. School of Nursing Building, 655 W. Lombard Street
52. Modern classroom and office facility for nursing school, completed in 1971.
53. School of Social Work and Administration Building, 525 W. Redwood Street
54. Office of the chancellor. School of Social Work and Community Planning classrooms, offices.
55. State Medical Examiner's Building, 111 Penn Street
56. Stroke Center, 412 W. Redwood Street (off campus)
57. Temporary Academic Building, 601 Rear W. Lombard Street
58. School of Social Work and Community Planning classrooms, offices
59. Turk House, 106 N. Greene Street (off campus)
60. Residential facility for alcoholism programs of the University of Maryland Hospital. (Also Alpha and Nilson Houses.)
61. University College, 520 W. Lombard Street
62. Offers degree and non-degree educational programs, usually held in the late afternoon or evening for adults
63. University Garage, 701 W. Redwood Street
64. University of Maryland Hospital, 22 S. Greene Street
65. Western Health Clinic, 700 W. Lombard Street
66. Whitehurst Hall, 624 W. Lombard Street
67. Graduate School office, nursing, pharmacy, social work and community planning offices, classrooms.



University of Maryland
at Baltimore

This publication produced
by the Office of University Relations,
511 W. Lombard Street
Baltimore, Maryland 21201

Director

Walter T. Brown

Art Director Designer

Marge Schweizer

Photographer

Philip Szczepanski



Health Sciences Library
V.M.A.B



School of Nursing
University of Maryland
Baltimore, Maryland
21201