

SCHOOL  
OF  
NURSING

UNIVERSITY  
OF MARYLAND  
AT BALTIMORE  
1982-1984



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### **Louisa Parsons League**

Named in honor of the inspiring student of Florence Nightingale who served as the first director of the School of Nursing, the Louisa Parsons League was established in 1981 to recognize those alumni and friends whose generous gifts reflect a substantial commitment to the continued development of the School and the tradition of excellence in education and service set by our foundress for the people of the State of Maryland. Because of Miss Parson's success, Miss Nightingale honored the program's graduates with the use of a cap of point d'esprit of her design.

Members of the Louisa Parsons League become an integral part of the School of Nursing and are involved in opportunities of mutual benefit. In addition, they may elect to enjoy simultaneous membership and recognition from the President's Club of the University of Maryland system.

Virginia Lee Franklin  
Grace Elgin Hartley

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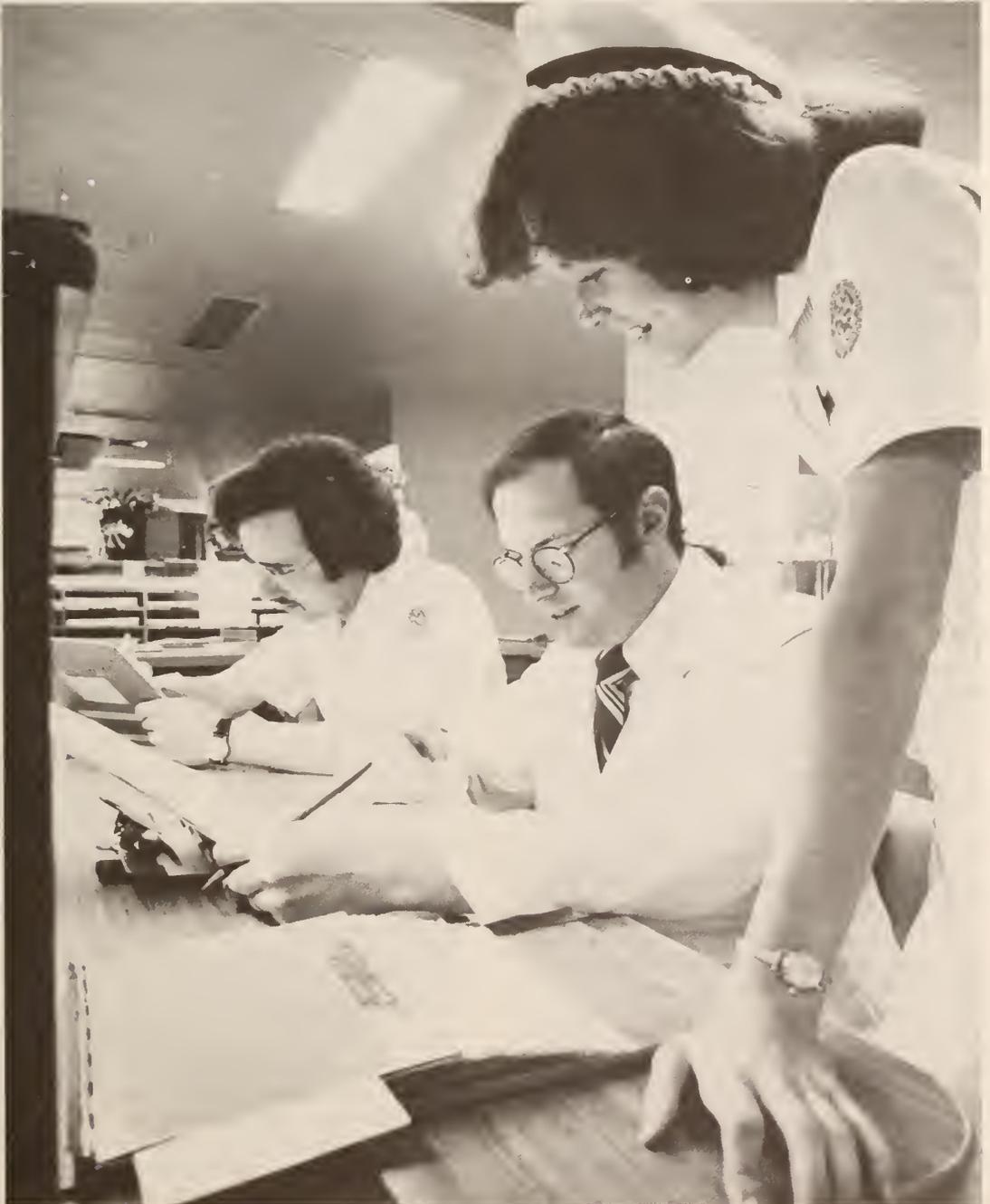
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# GENERAL INFORMATION

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## 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, and 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. These functions and activities are attuned to the ever-changing needs of society in the global community.

Inherent in the practice of nursing is the shared belief that man is an integration of components and processes that cannot exist independently of each other. Internal and external environmental influences alter man's state of health along the continuum of time. When manipulation of these forces is required to enhance man's potential for health, nursing can function to bridge the gap between potential and actual health states.

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

Education is an 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 and as having the right and responsibility to participate in the educative process to the extent of one's capabilities. Learning is enhanced in a setting which encourages analytical evaluations of existing health practices and open communication among members of the various health services. Under the guidance of the faculty, purposeful behavior is developed and encouraged in students through the incorporation of knowledge from the humanities and the behavioral, biological and physical sciences as well as from current theory and practice in professional nursing.

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

## History

The School of Nursing, one of six professional schools of the University of Maryland at Baltimore, was established on December 15, 1889 by Miss Louisa Parsons in the old University Hospital Building which was located on Lombard and Greene Streets. Miss Parsons was a student of Florence Nightingale and a graduate of Miss Nightingale's school at St. Thomas' Hospital in London. The original curriculum of the University of Maryland Training School, which required two years for completion, was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the University administered by the hospital. An optional five-year curriculum was instituted in 1926 combining two years of arts and sciences on the College Park campus and three years at the School of Nursing in Baltimore. Both a Bachelor of Science degree and a Diploma in Nursing were awarded upon completion of the five year program. This sequence, as well as the three-year hospital school, phased out in 1952 when Dr. Florence M. Gipe, now dean emerita, became dean of the new autonomous four-year program leading to the Bachelor of Science degree in Nursing.

In 1954 the School of Nursing became a department of the Graduate School which awards



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

The employment of a director of continuing education in 1969 resulted in much appreciated services to nurses throughout Maryland. Subsequent development of regional committees has involved large numbers of nurses in planning for continuing education programs geared to specific interests and needs (See Continuing Education, page 59). 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 in 1975

provided for the coordination of research courses as well as additional support 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 program is facilitated by administration of challenge examinations. Clinical experiences available to R.N.'s provide innovative approaches to meeting objectives of the baccalaureate curriculum.

Further evidence of the School's concern for enlarging the pool of baccalaureate prepared nurses in Maryland was the institution in 1975 of an outreach program for "community bound" nurses in Western Maryland and the Eastern Shore. The first outreach baccalaureate program class graduated in June, 1978. In the fall semester, 1980, the master's degree program initiated outreach classes for students in Western Maryland and on the Eastern Shore.

Because of limitations in the availability of clinical facilities in the Baltimore metropolitan area, it has been necessary to restrict admissions to the junior class to approximately 300 students. Beginning Fall 1982, a select number of junior level students will be admitted each year to an expansion of the nursing program to be located at University of Maryland Baltimore County.

The new master's curriculum, which was granted approval by the Graduate School early in 1976, is characterized by flexibility in the choices offered to students. The revision also was responsible for the creation of a new Department of Primary Health Care. In 1978, the opportunity for specialization in gerontological nursing was added to the master's curriculum, and in 1979, an area of concentration in nursing health policy was developed. In addition to preparing competent practitioners to meet current health care needs, both curricula endeavor to provide graduates with a foundation to adapt to and influence changing trends in health care delivery.

During the 1977-78 academic year, the second dean of the School of Nursing, Dr. Marion I. Murphy, announced her retirement plans. She served as dean from 1967-78, guiding the School and faculty with imaginative and assert-

ive leadership and levels of preparation. In her final year as dean, a substantive proposal for a doctoral program in nursing leading to the award of a Ph.D. degree was developed and approved by the University. The doctoral program in nursing was implemented in the fall semester, 1979. The addition of this program increases the level of educational preparation offered by the School of Nursing and is congruent with and supportive of the missions of the University.

## **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 professional schools of the University of Maryland at Baltimore have accepted as one of their major missions, the leadership responsibility for the continuing improvement of health care delivery in Maryland. This will be accomplished

by educating and training the appropriate kinds and numbers of professionals to meet the needs of the people of the state. The development of improved methods of health care delivery will be incorporated into the education process, including those which ensure efficiency and establish standards for quality of care.

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

## **Accreditation and Membership**

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

## **Equal Opportunity**

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

Similarly, effort is made to recruit faculty with diversified backgrounds particularly representatives of minority groups. Although all faculty carry certain common responsibilities, the

black or male faculty member undeniably becomes a role model further illustrating the School's commitment to affirmative action.

## Registration on Campuses Within the University of Maryland System

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

## Insurance Coverage

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

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

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

## General Policy

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

- a. where a student is financially dependent upon a parent, parents or spouse domiciled in Maryland for at least six consecutive months prior to the last day available for registration for the forthcoming semester
- b. where a student is financially independent for at least the preceding 12 months and

provided the student has maintained his domicile in Maryland for at least six consecutive months immediately prior to the day available for registration for the forthcoming semester

- c. where a student is a spouse or a dependent child of a full-time employee of the university
  - d. where a student who is a member of the Armed Forces of the United States is stationed on active duty in Maryland for at least six consecutive months immediately prior to the last day available for registration for the forthcoming semester, unless such student has been assigned for educational purposes to attend the University of Maryland.
  - e. where a student is a full-time employee of the University of Maryland.
2. It is the policy of the University of Maryland to attribute out-of-state status for admission, tuition and charge differential purposes in all other cases.
3. Each campus of the University will be responsible for making the in-state determination for the prospective or enrolled student.
4. In-state status is lost at any time a financially independent student establishes a domicile outside the State of Maryland. If the parent (s) or other persons through whom the student has attained in-state status establish a domicile in another state, the student shall be assessed out-of-state tuition and charges six months after the out-of-state move occurs.
- A complete statement of this policy is available from the Office of Admissions, Room 132 Howard Hall, 660 West Redwood Street, Baltimore, Maryland 21201.

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

### Preamble

At the heart of the academic enterprise are learning, teaching, and scholarship. In universities these are exemplified by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. In the traditions of the academic enterprise, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following

statements do not imply a contract between the teacher or the University and the student, they are nevertheless conventions which the University believes to be central to the learning and teaching process.

## **Faculty Rights and Responsibilities**

1. Faculty shall share with students and administration the responsibility for academic integrity.
2. Faculty are accorded freedom in the classroom to discuss subject matter reasonably related to the course. In turn they have the responsibility to encourage free and honest inquiry and expression on the part of students.
3. Faculty are responsible for the structure and content of their courses, but they have the responsibility to present courses that are consistent with their descriptions in the University catalog. In addition, faculty have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.
4. Faculty are obligated to evaluate students fairly and equitably in a manner appropriate to the course and its objectives. Grades shall be assigned without prejudice or bias.
5. Faculty shall make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and examinations, through the careful safeguarding of course materials and examinations, and through regular reassessment of evaluation procedures.
6. When instances of academic dishonesty are suspected, faculty shall have the right and responsibility to see that appropriate action is taken in accordance with University regulations.

## **Student Rights and Responsibilities**

1. Students shall share with faculty and administration the responsibility for academic integrity.
2. Students shall have the right of inquiry and expression in their courses without prejudice or bias. In addition, students shall have the

right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.

3. Students shall have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
4. Students shall have the right to be evaluated fairly and equitably in a manner appropriate to the course and its objectives.
5. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such assistance as may be specified or approved by the instructor is allowed.
6. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
7. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

## **Institutional Responsibility**

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

*\*Adopted May 8, 1981, by the Board of Regents*

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# INSTRUCTIONAL FACILITIES AND RESOURCES

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## Health Sciences Library

The principal library for the campus is the Health Sciences Library which is located near the School of Nursing. The library, which houses more than 240,000 bound volumes and over 3,100 current periodical subscriptions, is ranked one of the top 15 health sciences libraries in the nation. Its collection serves the Schools of Nursing, Pharmacy, Dentistry, Medicine, and Social Work and Community Planning. The subject scope encompasses the basic biomedical and health-related sciences as well as the social and behavioral sciences. Thus, in providing literature to support the teaching, research and health care programs on the campus, the library makes available a wide range of materials to the nursing community.

The Health Sciences Library has established an innovative outreach service program which adds a new dimension to library service. Each of six Information Specialist librarians is assigned to one of the professional schools on campus. The Information Specialists participate in collection, evaluation, and development in the respective subject areas related to their assigned professional school. They also teach seminars on information retrieval, provide orientations to the library, perform traditional reference service, and provide general services as well as being responsible information consultants.

Computerized Reference and Bibliographic Service (CRABS) is another service the library provides. The library has access to over 30 computer data bases in the sciences and the social sciences including MEDLINE, Psychological Abstracts, ERIC, TOXLINE, and Social Sci— Search. Using the Information Specialist as an intermediary, the patron is able to obtain a list of current references in a matter of minutes. Interlibrary Loan Service is available for needed materials not held in the library collection.

Self-service photocopy machines are available on all floors of the library. The library is open 8 A.M.—10 P.M. (Monday—Friday), 9 A.M.—5 P.M. (Saturday) and noon—8 P.M. (Sunday). Special holiday and summer hours are posted.

## Nursing Media Center

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

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

*Skills Practice:* Undergraduate students who wish to practice certain nursing skills and procedures may do so in Skills Laboratories adjoining the Nursing Media Center. The laboratories contain typical clinical equipment which enables students to simulate direct care situations. In addition to faculty guidance, a Skills Nurse is available to assist students. Both the Nursing Media Laboratory and Skills Laboratories are open during the early morning and some evenings.

*Group Instruction:* Classroom instruction at the School of Nursing is supported through a variety of media services. 16MM projectors, overhead projectors, audio tape recorders, video 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 as well as to students on a cost recovery basis. The School also has a closed circuit television studio where live or taped programs can be produced and transmitted. A portable videotape system and production assistance are available for faculty and students who wish to videotape projects on their own. The University Hospital Media Center on the eleventh floor, as well as other campus Media Centers are also open to students.

*Consultation:* Consultation on the use and pro-



duction of audio-visual materials is provided by NMC faculty and staff. This consultation not only entails classroom applications of media, but grant proposal, research, outside presentations and all other applications as well.

## Center for Research

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

School of Nursing faculty and students participate in national as well as local research consortiums. Research of a multidisciplinary nature is increasingly possible as nursing and other health disciplines have identified common prob-

lems. The Center conducts two "Research Days" annually, provides regularly scheduled noon seminars, and hosts regional research conferences as part of its faculty development and community service program. A news letter, RSVP, is distributed biannually to 800 Schools of Nursing and hospitals throughout the country.

## Student Services

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

## Student Organizations

Several student organizations are active in the School of Nursing. Those organizations which function at the undergraduate level are as follows:

- Student Government Association
  - Black Student Nurse Association
  - Junior Class
  - Senior Class
  - "Pledge" Yearbook
  - Maryland Student Nurse Association
- Graduate students are represented by Graduates in Nursing which is affiliated with the UMAB Graduate Student Association.

## Scholastic Honors for Graduates

### Honor Societies

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

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

A scholarship is offered to a Junior, Senior and Graduate nursing student each year. Eligibility requirements are similar to those established for membership. Applications may be obtained from the Counselor of Pi Chapter.

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

*Phi Kappa Phi.* Phi Kappa Phi is a national honor society which was established at the University of Maryland in 1920. Its objective is to foster and recognize outstanding scholarship, character and social usefulness in students from all areas of instruction. Candidates for membership are selected from the basic baccalaureate, the registered nurse and the graduate students in nursing.

### Special Awards for Baccalaureate Graduates

*The Edwin and L.M. Zimmerman Award* is given by The Trustees of the Endowment Fund for the University of Maryland School of Nursing to the member of the graduating class who consistently demonstrates a high level of professional nursing practice in caring for patients.

*The Frances Arnold Memorial Award* is given

by the Women's Auxiliary to the member of the graduating class who has shown the most interest, enthusiasm and proficiency in neurosurgical nursing.

*The Award for Excellence in Neurological Nursing* is given by the Department of Neurology in the School of Medicine to the member of the graduating class who excels in neurological nursing.

*The Evelyn Lundeen Award for Excellence in Pediatric Premature Care* is given by the Department of Pediatrics in the School of Medicine to the member of the graduating class who excels in premature pediatric care.

*The Loretta Ford Award for Excellence in Pediatric Ambulatory Care* is given by the Department of Pediatrics in the School of Medicine to the student in the graduating class who excels in pediatric ambulatory care.

*The Flora Hoffman Tarun Memorial Award* is given from the Endowment Fund to a member of the graduating class for leadership, loyalty and school spirit.

*The Elizabeth Collins Lee Award* is given from the Endowment Fund to the student having the second highest average in scholarship.

*The University of Maryland Alumni Association Award* is given to the graduate with the highest average in scholarship.

*The University of Maryland Alumni Association Award* for leadership in a Campus Organization is given to one member of the graduation class.

*The R.N. Faculty Award* is given by the R.N. faculty to one R.N. graduating student who is outstanding in professional leadership.

### Other Awards

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

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# UNDERGRADUATE PROGRAM

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## Undergraduate Program Overview

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

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

The School of Nursing offers an expansion of the undergraduate program on the University of Maryland Baltimore County campus for a limited number of generic students. The curriculum at UMBC is identical to that which is offered at UMAB. Students admitted to the UMBC campus remain there for their entire program and receive their degree from UMBC. Transfer between campuses is not permitted. Students interested in attending the UMBC expansion should apply to the School of Nursing at UMAB. Students are not assigned to a particular campus of the University of Maryland until after they are accepted to the School of Nursing.

### **Objectives of the Undergraduate Program**

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

ronment which fosters purposeful self-direction and implementation of nursing care based on a deep grasp of nursing knowledge and skill, analytical thinking and discriminative judgment. As a result of the educative process, the graduate is able to assume beginning leadership in the practice of nursing. Awareness of nursing's effectiveness on the improvement of health care services to people gives impetus to the graduate's continuing search for knowledge which supports practice. To achieve these ends the graduate:

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

### **Upper Division Program**

The University of Maryland School of Nursing offers one undergraduate program which leads to a bachelor of science degree in nursing (B.S.N.). Two types of students are admitted to the upper division program: registered nurses and generic students.

### **Articulation Programs— An Advisement Tool**

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

Allegany Community College  
Anne Arundel Community College



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

The articulation program for each of the above listed community colleges is described in a booklet entitled: *"Programs Articulated Between (insert one of the above) College and the University of Maryland at Baltimore City."* The booklet contains a list of the lower division courses offered at the particular institution that

meet the lower division requirements. This booklet is kept in the counseling center of each community college. The articulation program for the following institutions is listed in their college catalogue:

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

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

### **Pre-Admission Counseling Sessions**

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

## Foreign Students or Native Students Who Attended Foreign Institutions

The first step in the admissions process is to validate the completion or planned completion of the 59 lower division credit requirements prior to the student's anticipated matriculation date. To validate which of the credits taken at a foreign institution(s) will be accepted as fulfilling the School of Nursing's required lower division courses, the student must do the following: (1) file an official application with appropriate fee (2) have the appropriate officer at the foreign school(s) attended send an official transcript(s) with English translation to the Office of Admissions and Registrations at 660 W. Redwood Street, Baltimore, Maryland 21201. Since it takes approximately six months for the processing of documents received from a foreign country, it is critical that the student apply in early fall for the following fall's admission date. General admission requirements and those specific to the Registered Nurse will be used for foreign nurse applicants who are registered

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

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

### Lower Division Requirements

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

<i>Course Requirements</i>	<i>Credits</i>
English Composition . . . . .	6
Chemistry Including Lab (inorganic & organic content) . . . . .	8
Human Anatomy & Physiology Including Lab ("C" or better grade) . . . . .	8
Microbiology Including Lab ("C" or better grade) . . . . .	4
*Social Sciences . . . . .	9
Human Growth and Development (sophomore level) . . . . .	3
**Humanities . . . . .	12
Nutrition (sophomore level) . . . . .	3
Electives . . . . .	6
Minimum of . . . . .	59

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

\*\*Must include courses selected from at least three disciplines within the humanities areas, including three credits of college level mathematics.

### Policies Governing Transfer of Lower Division Credits

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

1. Human anatomy and physiology, chemistry and microbiology must be courses taken by students who plan to or could use them as credits toward a major in these areas. In other words, they cannot be terminal courses for nonmajors; i.e., students majoring in nursing, physical education, etc.

2. Required natural science courses (chemistry, microbiology and human anatomy and physiology) must include laboratory experience.
3. Courses in religion will be accepted in transfer when they have been taught within a framework which oversteps specific sectarian concerns and/or dogma. Religion courses whose content is exclusively/primarily limited to sectarian dogma will not be accepted in transfer.
4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy. Applicants should contact the Office of Admissions and Academic Progressions for the course



numbers of approved nutrition courses at Maryland institutions.

5. Humanities credit will be given for one "studio" course in the fine arts; (i.e., class in piano and painting) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).

6. "D's" are not transferable for anatomy and physiology and microbiology from either instate or out of state institutions. For other courses, Ds are transferable from instate public institutions only.

7. Courses taken on a Pass/Fail basis may be used for elective credits only.

8. A sophomore level human growth and development course covering content throughout the various stages of the lifespan is required. Applicants should contact the Office of Undergraduate Admissions and Academic Progressions for the course numbers of approved Human Growth and Development courses at Maryland institutions.

9. A college level mathematics course is required. The course should be one with a prerequisite of some college preparatory mathematics in high school.

10. Remedial and/or repetitive courses are not applicable for credit.

11. Nursing courses are not transferable.

(These are taught in the junior-senior years).

12. Foreign Language Humanities credit will be given for the first semester elementary course in a language (i.e., FREN 101, ITAL 101) only if additional credit is earned in that language. However, the first course can be used for elective credit even if no additional credit in that language is earned.

13. Social, physical and natural science courses taken 10 or more years prior to a student's matriculation date will not be accepted.

14. Only students with an overall grade point average of a 2.0 or better will be considered for admission.

15. Only 59 applicable credits are necessary for matriculation to the School of Nursing. A maximum of 62 credits will be applied toward the matriculation grade point average; additional credits earned by the student will be viewed by the Admissions Committee as credit for enrichment but will not be calculated in the student's matriculation grade point average.

16. Whenever possible, credits recorded on an applicant's transcript(s) will be used as the basis for calculating the matriculation grade point average rather than those grades resulting from courses listed on the "Courses In Progress" sheet, which is a form included in the official application.

17. No more than half of the 122 applicable credits required for graduation can be earned by examinations (see Departmental Examinations and CLEP, below).

### ***Establishing Lower Division Credit by Examination***

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

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

# Assessment Form

## For Student Use Only/Not to be Submitted to the School

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

<i>Lower Division Requirements</i>	<i>Required Credit</i>	<i>Credit Earned</i>	<i>Grade</i>	<i>Q.P.</i>	<i>School</i>	<i>Year Taken</i>
English Composition	6					
Chemistry with Laboratory (Including inorganic and organic content)	8					
Human Anatomy and Physiology with Laboratory	8					
Microbiology with Laboratory	4					
Social Sciences (9 cr.—includes sociology, psychology, anthropology, political science, economics, geography)						
One course <i>must</i> be in sociology and one <i>must</i> be in psychology						
_____	3					
_____	3					
_____	3					
Human Growth and Development (sophomore level)	3					
Humanities (12 cr.) Need courses from at least 3 of the following areas including 3 credits of college level mathematics, Literature, language, fine arts, history, philosophy, mathematics, public speaking						
_____	3					
_____	3					
_____	3					
_____	3					
Nutrition (sophomore level)	3					
Electives	6					
_____						
_____						
_____						
Matriculation G.P.A.						
Minimum	59					

## Admission to the Upper Division

### General Information for All Applicants

(1) *Rolling Admissions:* The University of Maryland School of Nursing utilizes the process of rolling admissions which means that the earlier one applies, the earlier one will hear about being accepted to the school.

(2) *Obtaining Application:* An application may be obtained from the following office between the middle of September and January 31st for the next admission class:

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

(3) *Application Deadline:* February 1st is the application deadline. Requests for exception to this deadline may be directed, in writing, to the Director of Admissions and Academic Progressions, 655 West Lombard Street, Baltimore, Maryland 21201.

(4) *Updating Admissions Information:* Students planning to apply to the School of Nursing for fall 1984 should contact the Director, Office of Admissions and Progressions, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201 in the spring of 1983 for possible changes regarding the admissions criteria.

(5) *CPR Requirement:* Generic and R.N. students are required to be certified in Cardiopulmonary Resuscitation prior to their enrollment in the School of Nursing. The certificate must be valid for the time period which covers the August of the year of their initial enrollment through June of the following year. Since students will need to maintain a valid CPR certificate during the entire enrollment in the School of Nursing they will need to be recertified at the appropriate time. The Office of Admissions and Academic Progressions will maintain the record of student certification.

### Admissions Information—Specific to the Generic Applicant

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

- graduation from high school
- completion of 59 lower division, preprofes-



sional course credits at an accredited college or university

—completion of 63 upper division, professional course credits

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

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

- overall grade point average
- completion by February 1st of 44 semester hours of applicable (lower division) credits with a minimum distribution of these credits in the following categories: English—3 credits; required Natural Sciences—8 credits; Social Sciences—6 credits; Humanities—6 credits.

—written plan for completion of all required 59 lower division credits by matriculation date (admission preference given to those applicants who plan to complete all required 59

credits no later than the end of the first summer session prior to matriculation).

—successful completion of the Allied Health Professions Admissions Test. Applications for the Allied Health Professions Admission Test may be obtained from the following address:

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

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

### **Admissions Information—Specific to the Registered Nurse Student**

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

- graduation from an associate degree nursing program or diploma nursing program
- pass State Boards (failure to become licensed after a student has matriculated will result in his being immediately withdrawn from the program)
- completion of 59 lower division, preprofessional course credits at an accredited college or university
- completion of advanced placement examinations totaling 30 credits (6 credits are earned from faculty made tests and 24 credits are earned from tests developed by The American College Testing Program)
- completion of 32 upper division, professional course credits

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

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

### **Advanced Placement for the Registered Nurse**

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

* <b>NURS 311/312</b> Pathophysiological Concepts and Clinical Implications and Pharmacologic Agents and Clinical Applications	6 credits
Satisfactory performance on a mathematics mastery examination is also required	0 credits
** <b>NURS 426</b> Professional Strategies	3 credits
*** <b>NURS 457</b> Maternal & Child Health Nursing	Total of 21 credits
*** <b>NURS 554</b> Adult Nursing	for these three examinations
*** <b>NURS 503</b> Psychiatric/Mental Health Nursing	

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

\*\*A minimum score of 33 is required on this advanced placement examination.

\*\*\*A minimum score of 45 is required on each of these 3 tests.

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

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

If an applicant fails Nurs 311, 312, or 426, (s)he must take the courses after matriculating in the program. Decisions as to when these courses are to be taken are the responsibility of the Director of Admissions and Academic Progressions. Students have two attempts to successfully pass Nurs 311, 312, 426, 457, 554 and 503. Students who fail to pass Nurs 457, 554, and 503 tests on the second attempt are allowed to apply to the generic program.

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

## Unique Features of the Curriculum for Generic Students: Upper Division

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

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

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

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### JUNIOR YEAR

<i>Fall Semester</i>	<i>Credits</i>
<b>NURS 314</b> Concepts of Nursing I	9
* <b>NURS 311</b> Pathophysiological Concepts and Clinical Implications	3
* <b>NURS 313</b> Introduction to Nursing Process	3
TOTAL	15
<i>Winter Session (Month of January)</i>	<i>Credits</i>
<b>NURS 323</b> Stressors through the Life Span	3
TOTAL	3
<i>Spring Semester</i>	<i>Credits</i>
* <b>NURS 315</b> Concepts of Nursing II	9
* <b>NURS 312</b> Pharmacologic Agents and Clinical Applications	3
<b>NURS 418</b> Special Topics—Electives in Health Related Courses	3
TOTAL	15

\*These courses are challenged by R.N. students after applying to the upper division (Advanced Placement Examinations Nurs 457, 554 and 503 are equivalent to credits for Nurs 314 and Nurs 315 above; Nurs 426 is equivalent to Nurs 322).

## SENIOR YEAR

<i>Fall Semester</i>	<i>Credits</i>
<b>NURS 324/325</b> Concepts of Nursing IIIA or B	9
<b>NURS 321</b> Leadership and Management in Health Care Settings	3
* <b>NURS 322</b> Nursing in Society	3
** <b>NURS 410</b> Research and Statistics	3
TOTAL	15
<i>Winter Session</i>	<i>Credits</i>
* <b>NURS 326</b> Clinical Nursing Elective (may be taken by generic students in the summer)	3
TOTAL	3
<i>Spring Semester</i>	<i>Credits</i>
<b>NURS 324/325</b> Concepts of Nursing IIIA or B	9
* <b>NURS 322</b> Nursing in Society	3
** <b>NURS 410</b> Research and Statistics	3
TOTAL	12

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

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

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

Clinical practice areas for the registered nurse

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

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

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<i>Fall Semester</i>	<i>Credits</i>
<b>NURS 334</b> Concepts of Nursing IVA	9
<b>NURS 333</b> Client Assessment	2
<b>NURS 418</b> Health Elective or	
<b>NURS 410</b> Research and Statistics	3
TOTAL	14
<i>Winter Session (month of January)</i>	<i>Credits</i>
<b>NURS 326</b> Clinical Nursing Elective or	
<b>NURS 348</b> Seminar, Workshop	3
TOTAL	3

## Spring Semester

	<b>Credits</b>
<b>NURS 335</b> Concepts of Nursing IVB	9
<b>NURS 418</b> Health Elective or	
<b>NURS 410</b> Research and Statistics	3
<b>NURS 321</b> Leadership and Management in Health Care Settings	3
<b>TOTAL</b>	<b>15</b>

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

### **Part-Time Study**

This option is available to a limited number of registered nurses who may complete the program in two or three academic years. Enrollment in certain courses may be limited depending upon demand.

## **General School Policies Related to Curriculum Matters**

### **Policies Regarding Nursing Concepts Courses**

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

### **Clinical Practice Areas**

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

### **Honors Program**

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

### **Outreach Students**

During the 1975-1976 academic year, an off-campus, part-time degree completion program for "community bound" registered nurses was established in Western Maryland and on the Eastern Shore. The first group of students completed the program in 1978. This offering is currently continuing in Western Maryland, in the Cumberland area and the Hagerstown area. The program enables registered nurses to complete all requirements for the baccalaureate degree in nursing through enrollment on a part-time basis in regional centers. Requirements for achieving senior year status are the same as on the Baltimore campus. The usual senior year curriculum for R.N.'s, which involves 32 earned credits, is arranged over a two to three-year time span. Inquiries should be addressed to the Director of the Outreach Program, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.



## Degree Requirements for the Baccalaureate Program

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

1. Certain lower division coursework is required for admission to the junior year of the undergraduate program in nursing. Official transcripts of this coursework must be submitted to the Director of Admissions and Registrations by published deadline date.

2. A minimum of 120 credits (122 for generic students and 121 for R.N. students) in certain coursework is required. The lower division courses required for admission to the junior year and the required courses of the upper division major in nursing completed at the University of Maryland comprise the required credits. At least the senior year must be completed at the University of Maryland. This does not negate Outreach Students from completing their

courses at Outreach sites.

3. Upper division major in nursing; required courses appear elsewhere in the catalogue.

4. A minimum grade point average of 2.0 is expected each semester of the junior and senior year, as well as a cumulative grade point average of 2.0 for graduation.

5. A grade of C or better is required in both the didactic and clinical portions of Nursing Concepts Courses, NURS 314,315,324,325,326,334 and 335. Also a C or better is required in NURS 311, 312, 313, and 333, and failure to obtain this grade prohibits students from moving to the next level concepts course. In sequential courses such as NURS 311, 312, 314, 315, 324, 325, 334, and 335 a C must be earned in the initial course before registering for the next one. If a D or F is received in these courses the course must be repeated, with permission of the Director of Admissions and Academic Progressions, and a C grade or higher earned the next time it is offered.

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

## Grading System

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

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

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

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

A grade of D or F is unsatisfactory for Nursing Concepts courses and the courses titled Pathophysiological Concepts and Clinical Implications, Pharmacologic Agents and Clinical Applications, Introduction to Nursing Process and Client Assessment. These courses require a C grade or higher for the fulfillment of degree requirements. A grade of I is given at the discretion of the instructor only when extenuating circumstances beyond the student's control prevent the completion of a minor portion of work in a course. Students receiving a grade of an I are responsible for arranging with the instructor the exact work required to remove the incomplete. If an I grade is not removed by the end of the following semester, the grade automatically converts to F except with Nursing Concepts

courses when the time of completion is determined by the instructor. Any I grade may preclude normal progression in the program as determined by Progressions Committee policies.

### **Withdrawal Policy**

A student may withdraw from the School of Nursing at any time. The student will receive a "WD" on his transcript. If the student withdraws after the beginning of the eighth week, a summary statement is placed in the student record with a form noting whether the student was passing or failing.

### **Dropping A Course**

Students are not permitted to drop courses. Exceptions to this rule may be made by the Director of Admissions and Academic Progressions when extenuating circumstances warrant it.

Record keeping policies of the Office of Admissions and Academic Progressions of the School of Nursing and the Office of Admissions and Registrations vary slightly:

The following chart shows the policies:

<i>Time Frame</i>	<i>Office of Admissions and Academic Progressions</i>	<i>Office of Admissions and Registrations</i>
1st day to end of 7th week.	Records that a student registered for the course and the date he dropped it.	Nothing recorded on student's record.
Starting the 8th week through the end of the semester.	A drop-passing (DP) or a drop-failing (DF) will be recorded.	Nothing recorded on student's record.

NOTE: 1. Students who fail or drop a Concepts of Nursing course and maintain enrollment in non-clinical nursing courses are eligible to retake the Concepts course the next time there is space available. The Director of Admissions and Academic Progressions determines which non-clinical courses a student can take while waiting to retake Concepts.

2. Students repeating a Concepts

course as a result of a failure or drop may not take additional non-clinical courses at the time of the repeat without permission of the Director of Admissions and Academic Progressions.

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

equals the grade point average as in the example below:

NURS 314 (9 cr) B = 27 grade points

NURS 418 (3 cr) B = 9 grade points

NURS 312 (3 cr) B = 9 grade points

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Total (15 cr) B = 45 grade points

$\frac{3.00}{15}$  grade point average

$15 \overline{)45.00}$

Grade Points

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

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

## Progression and Reinstatement Policies

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

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



## Academic Standing and Reinstatement

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

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

*Academic Warning:* a student in poor academic standing is placed on academic warning by the Committee on Academic Progressions, The Director of Admissions and Academic Progressions, or the Associate Dean for the Undergraduate Program. In the written notification of academic warning and unsatisfactory academic achievement, the student will be informed of the length of the warning and any specific conditions that must be satisfied to be removed from warning. Specific conditions warranting academic warning include:

1. a D or F in a Nursing course
2. a cumulative grade point average of 1.960 to 1.999
3. a grade point of less than 2.0 for any given semester

4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

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

1. two D or F grades earned in Nursing Concepts courses
2. a cumulative grade point average of 1.959 or lower
3. being placed on academic warning more than twice
4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

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

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

Deadline dates for requesting reinstatement:  
First Monday of November for winter session and spring semester.

First Monday of April for reinstatement for summer and fall semesters.

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

## **Policy Relating to Plagiarism, Cheating and Other Academic Irregularities**

In cases involving charges of academic irregularities or dishonesty in an examination, class work or course requirements by a student, a faculty member or another student shall report to the appropriate Chairperson any information received and the facts within his knowledge. Examples of academic irregularities or dishonesty include acts such as plagiarism, cheating, misrepresenting someone else's work as one's own work, falsification of credentials, revealing contents of an examination to anyone who has not yet taken the exam, failure to report infractions, and any other academic-related behaviors that are disrespectful of the rights of individuals, the policies of the School of Nursing and the University or the professional standards of conduct.

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

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

### **Dismissal of Delinquent Students**

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

### Withdrawal From the School

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

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

The staff of the Office of Admissions and Academic Progressions will notify the instructors of the withdrawal. The date used in computing refunds is the date the application for withdrawal is filed with the Registrar, Office of Admissions and Registrations.

### Financial Information (Undergraduate) Fees

The information given below is minimal and reflects fees and other expenses for the 1981-1982 academic year.

### University of Maryland at Baltimore Upper Division (Junior-Senior)

	Fall Semester*	Spring Semester	Total
Matriculation (new students only) . . . . .	20.00		20.00
*Tuition-Fixed Charge Fee			
In-State . . . . .	478.50	478.50	957.00
Out-of-State . . . . .	1559.50	1559.50	3119.00
Part-time Undergraduate per credit—8 credits or less . . . . .	56.00	56.00	—
Supporting Facilities Fee (Full-time) . . . . .	44.00	44.00	88.00
(Part-time) . . . . .	9.00	9.00	18.00
Instructional Resources Fee (Full-time) . . . . .	23.00	23.00	46.00
(Part-time) . . . . .	12.50	12.50	25.00
Student Health Fee (Full-time) . . . . .	11.00	11.00	22.00
(Part-time) . . . . .	4.50	4.50	9.00
Student Activities Fee (Full & Part-time) . . . . .	5.50	5.50	11.00
**Health Insurance			
One Person . . . . .	173.04	173.04	346.08
Two Persons . . . . .	332.76	332.76	665.52
Family . . . . .	447.00	447.00	894.00
Malpractice Insurance Fee . . . . .	13.00	—	13.00
Dormitory Fee—Single Occupancy . . . . .	905.00	905.00	1810.00
—Double Occupancy . . . . .	805.00	805.00	1610.00
Diploma Fee (Seniors) . . . . .			15.00
Late Registration Fee . . . . .	20.00	20.00	
Change Fee . . . . .	5.00	5.00	

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

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

## Explanation of Fees:

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

Students receive registration instructions from the Office of the Registrar.

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

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

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

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

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

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

*Malpractice Insurance Fee:* charged at registration and is applicable to all undergraduate nursing students. Additional expenses include the purchase of uniforms (approximate cost — \$130.00) and the recommended purchase of a stethoscope at approximately \$30.00. No diploma, certificate, or transcript will be issued to a student until all financial obligations to the University have been satisfied. The University reserves the right to make such changes in fees and other changes as may be necessary.

## Registration

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

All students must receive health clearance from the UMAB Student Health Office in order

to begin or remain in clinical courses. This includes passing a physical examination at a satisfactory level. In some instances students may be required to return to the Student Health Office for further evaluation. Students may preregister for subsequent semesters through the School of Nursing's Office of Admissions and Progressions and pay their bill by mail. After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

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

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

## Records

*Transcripts:* All financial obligations to the University must be satisfied before a 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 may be obtained by writing to the Office of the Registrar, University of Maryland, 660 West Redwood Street, Baltimore, Maryland 21201.

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

## Financial Aid Overview

Financial aid in the form of grants, loans, and work-programs is awarded to students and is based upon financial need. Applicants must complete a financial aid application annually in the spring preceding the academic year for which aid is sought. By completing one application, the applicant will be considered for all types of aid available through the University.

Separate applications must be completed to be considered for funding from sources outside the University. Because of limitations in available funds, preference is given to full time students. Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and non-academic regulations of the University. In the case of new students, applicants must have been accepted for admission to the University before the financial aid will be awarded. Priority date for submitting application for the following academic year is February 15. Requests for information about, and applications for, financial aid should be addressed to:

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

## Sources of Aid for Baccalaureate Students

### University Sources

*University Grant:* Grants for disadvantaged students who are residents of Maryland.

*Dean's Scholarship:* Grants for disadvantaged students who need not be residents of Maryland.

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

*College Work-Study:* Support for students in career related employment during the academic year as well as the summer months.

*Supplemental Educational Opportunity Grants:* For students demonstrating exceptional need.

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

*Pi Chapter of Sigma Theta Tau:* The national honor society for nursing offers a scholarship to one junior and one senior nursing student each year. Eligibility requirements are the same as those established for membership in Sigma

Theta Tau. The deadline for application is September 15.

*Hospital Scholarships:* Some hospitals have special plans for financial aid if the student agrees to work for the agency upon graduation. For information regarding this source contact the Financial Aid Office or the Associate Dean for Undergraduate Studies.

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

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

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

### Non-University Sources

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

House of Delegates Scholarships  
Senatorial Scholarships  
General State Scholarships

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

*Bank Loans:* Students may obtain educational loans through private lending institutions such as banks or credit unions. Interest at nine percent is deferred until after graduation. As

lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

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

## **Student Services**

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

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

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

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

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

## **Living Arrangements on UMAB Campus**

Information and applications for living accommodations on the Baltimore campus may be obtained from the Director of Housing, University of Maryland, Baltimore Student Union, 621 W.

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

## **Employment Opportunities Upon Graduation**

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. Graduates may choose to practice nursing in a hospital or outpatient clinic, an extended care facility, or a variety of community agencies including schools, industries, and physicians offices. In addition, graduates who have a baccalaureate degree may choose a career in civil service, the military, or the Veteran's Administration. A survey of 1979 graduates showed that 99 percent were employed; nonemployment was the choice of the graduate. Salaries for generic graduates ranged from \$16,000 to \$17,000. The graduate who earns a baccalaureate degree as a Registered Nurse is usually paid at a higher rate due to prior experience in nursing.

## **Eligibility for State Licensure**

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



## **COURSE DESCRIPTIONS**

### ***Baccalaureate Program Upper Division (Junior-Senior) Curriculum***

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

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

***NURS 313 Introduction to the Nursing Process (3)*** Fall Semester, junior year. This

course introduces the student to the components of the nursing process—assessment, planning, implementation and evaluation—as a basis for nursing practice. Basic assessment, interpersonal, psychomotor and medication administration skills will be the focus of the course. Students will have an opportunity to learn and practice basic nursing skills in the laboratory and clinical settings.

**NURS 314 Concepts of Nursing I (9)** Fall Semester, junior year. This course must be accompanied by NURS 313 unless credit for NURS 313 has previously been established. The focus of the course is on man as a behavioral system, the health-illness continuum, and the role of the professional nurse in helping clients of all ages to maintain and/or promote optimal health. Students are introduced to the conceptual framework and the four major concepts which provide the organizing schema for the Concepts of Nursing courses: stress and adaptation, systems functioning, the nursing process, and the role of the nurse. The assessment component of the nursing process constitutes a major focus of this course. However, all aspects of the nursing process are included. An integral part of this course is the development of a helping relationship with clients of all ages experiencing common problems involving a mild stress level. Resources and support systems within the family and community are included. Use of communication skills, health teaching, and other nursing interventions will serve as a basis for future learnings.

**NURS 315 Concepts of Nursing II (9)** Spring Semester, junior year. Prerequisites: NURS 311, NURS 313, NURS 314, NURS 323. The focus of this course is the nursing care of clients experiencing stress states characterized by moderate intensity and relative stability. All aspects of the nursing process are included. The mutual interaction between the client and family are explored as well as resources within the health team and community. Students will work with adults and children to assist them in regaining and/or promoting optimal health, and with families in the perinatal period.

**NURS 321 Leadership and Management in Health Care Settings (3)** Fall Semester, senior year. Prerequisite: NURS 315. This course focuses on the role of the professional nurse as a leader and manager. Organizational and interpersonal factors and theories that effect

nursing practice are examined. Emphasis is placed on group theory and process. Application of management principles and skills is made to a variety of health care settings.

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

**NURS 323 Stressors through the Lifespan (3)** Minimester, junior year. Prerequisite: NURS 314. This course provides the student with an indepth look at selected psychosocial concepts basic to understanding client responses in a variety of settings. The theoretical bases of each concept are presented, as well as its expression at varying points along the lifespan. Developmental and situational stressors affecting these concepts are examined. Interventions to assist clients to cope with these stressors are discussed.

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

**NURS 325 Concepts of Nursing IIIB (9)** Fall or Spring Semester. Prerequisites: NURS 312, NURS 315. The three major areas of focus for this course are mental health, family and community. All components of the nursing process are used. Students will have an opportunity to work with clients in mental health set-

tings as well as with families who may have at least one member experiencing varying stress states but are maintained through use of ambulatory services and community based agencies. This course provides students the opportunity to work with clients over an extended period of time and to work in a group setting to evaluate health needs of a specified community group.

**NURS 326 Clinical Nursing Elective (3)**

Minimester, senior year. Prerequisites: NURS 324 or NURS 325 for generic students and NURS 333 and NURS 334 for RN students. 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 participate in a faculty offered course, independent study under faculty mentorship or a summer clinical elective offered in collaboration with University of Maryland Hospital and other clinical agencies.

**NURS 333 Client Assessment (2)** Fall Semester, senior year. Prerequisite: Admission to RN level. The purpose of this course is to provide the registered nurse with the skills to perform health assessments of clients. The class and laboratory experiences will be organized using selected processes from the subsystems curriculum framework. Since the registered nurse student brings a background of knowledge, experience and competencies to this course, these will be utilized in meeting the course requirements. An emphasis of this course is the evaluation of clients with special attention directed toward the effects of stress and stress-mediated responses. The integration of the biopsychosocial assessment will be facilitated using common health concerns prominent in the American society. This two credit course will have a one hour class presentation and a three hour laboratory experience each week during which students will practice, under direct supervision, the assessment skills being taught.

**NURS 334 Concepts of Nursing IV A (9)**

Fall Semester, senior year. Prerequisites: Satisfactory completion of Mastery Examination in Mathematics or NURS 313. 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 333, NURS 334, and NURS 326 or NURS 348. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups, and his environment. Emphasis will be placed on the application of concepts of crisis, decision making, planned change, teaching/learning, family and community. Specific clinical experiences are provided with clients experiencing varying stress states.

**NURS 348 Electives, Workshops, Seminars, and Institutes (1-6)**

Prerequisites: NURS 333 and NURS 334. 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 Research and Statistics (3)**

Fall or Spring Semester, senior year. Prerequisites: NURS 315 or by permission of instructor. In the context of the total research process, the basic elements of research, including defining the research question, literature search, sampling research design, measurement and data gathering, statistical analysis, and interpretation of results are presented and their interdependence stressed. 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.

**NURS 418 Special Topics (2-3)**

Spring Semester, junior year. This course is designed to provide offerings in current health-related topics which include Parenting, Holistic Health Care, Cross Cultural Nursing, and Thanatological Aspects of Nursing.

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# GRADUATE PROGRAMS

*Master of Science Degree*  
*Doctor of Philosophy Degree*

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## Master of Science Degree Areas of Concentration (Majors)

### **Clinical Practice Areas:**

- Community Health Nursing (Track: Community Health Nursing)
- Gerontological Nursing (Track: Gerontological Nursing)
- Maternal and Child Health Nursing (Tracks: Maternal Infant and Nursing of Children)
- Medical-Surgical Nursing (Tracks: General Medical-Surgical and Trauma-Critical Care Nursing)
- Primary Care Nursing (Tracks: Adult and Pediatric Primary Care Nursing)
- Psychiatric Nursing (Tracks: Child and General Psychiatric Nursing)

### **Functional Role Areas:**

- Administration (Tracks: Administration of Nursing Education or Nursing Service)
- Education (Tracks: Teaching Nursing in Associate Degree, Baccalaureate Degree or Staff Development Programs)
- Nursing Health Policy (Track: Nursing Health Policy)

## Doctor of Philosophy Degree Areas of Concentration

- Direct*
- Indirect*

### Overview of Masters and Ph.D. Degree Programs

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

Congruent with the changing needs of society, the master's degree offers a number of specialty options to students. Students are required to develop competence in a specialized clinical area, and opportunity is provided to concentrate

(major) in either the clinical or the role area depending on specific career goals and previous preparation. Multiple tracks are available within areas of concentration to provide individualized courses of study. Every student selects both a clinical and a role track to prepare for specialization within a clinical area and beginning functional role.

The doctoral program in nursing first admitted students in 1979. The program is designed to meet the educational needs of nurses who have developed specialized clinical expertise at the master's level and are committed to playing a leadership role in the discovery and refinement of nursing knowledge through research. The curriculum includes a core of required courses which address the theoretical and empirical bases for nursing and the techniques of theory building and research. The program is designed with sufficient flexibility to allow students to pursue in depth their individual research interests and career goals within a research-oriented milieu.

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

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

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

### Elaboration of the Philosophy: Graduate Program

The graduate program of the School of Nursing derives its purposes directly from the underlying philosophy which is shared by the faculty. Tenets of the philosophy held by graduate faculty

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

The doctoral program at the University of Maryland is based on the belief that nursing has a distinct body of knowledge which can and must be extended, verified and revised using the methods of scholarly inquiry. Nursing knowledge, while distinct, is not isolated or exclusive. It involves the selection, integration and expansion of knowledge from nursing and other disciplines and the application of this knowledge to the understanding of health and illness and to the analysis and improvement of nursing practice. Nursing knowledge is derived from and guides nursing practice, which encompasses two interrelated spheres of activity: direct service to clients/patients and indirect action carried out in educational and clinical settings which support direct nursing care. Knowledge encompassing both spheres and their interrelatedness must be extended and tested, in order to effect improvement in nursing practice. Graduate education in nursing is built upon and extends a knowledge base acquired in a baccalaureate degree program in nursing and is derived from the humanities and the physical, biological and behavioral sciences. Each student brings to graduate education a unique combination of experience and capabilities and the learning environment facilitates the establishment and attainment of professional objectives throughout the educational experience. The dynamic interchange between faculty and students results in a commitment to and involvement in the development of nursing knowledge and the refinement

of nursing theory. Recognizing that the growth process in the student is continuous and that the health needs of society change, the graduate program is flexible and dynamic.

## **Purposes and Objectives of the Graduate Programs**

### ***Master's Degree Program***

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

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

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

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

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

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

## Doctoral Degree Program

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

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

### *Clinical Practice Areas of Concentration*

Community Health Nursing  
\*Gerontological Nursing  
Maternal Child Health Nursing  
  
Medical-Surgical Nursing  
  
Primary Care Nursing  
  
Psychiatric Nursing

### *Functional Role Areas of Concentration*

Administration  
  
Education  
  
Nursing Health Policy  
(Any Clinical Area)

care with clients, nurses and scholars from related disciplines.

## Curriculum: Master of Science Degree

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

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

### *Areas of Concentration*

Each student selects an area of concentration (major) within a clinical practice or a functional role area. The student then chooses a specialty track within the area of concentration. A second track is also selected as all students must have both a clinical and role track. The areas of concentration and the related tracks are as follows:

### *Clinical Tracks*

Community Health Nursing  
\*\*Gerontological Nursing  
Maternal Infant Nursing  
Nursing of Children  
General Medical-Surgical Nursing  
Trauma/Critical Care Nursing  
\*\*Adult Nurse Practitioner in Primary Care Nursing  
\*\*Pediatric Nurse Practitioner in Primary Care Nursing  
Child Psychiatric Nursing  
General Psychiatric Nursing

### *Role Tracks*

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

\*All Students selecting this area of concentration must select two clinical tracks in addition to role track.

\*\*Track is open only to those in the same area of concentration.



### **Curriculum Design/Courses**

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

#### *Core* 10 Credits

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

#### *Clinical* 6 Credits

Clinical track courses required of students in their chosen clinical area (i.e., Community Health, Gerontological, General 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.

#### *Role* 6 Credits

Functional role track courses required of students in their chosen functional role (i.e., Administration in Nursing Service, Administration in Nursing Education, teaching in A.D. Program, Teaching in B.S. Program, Teaching in Staff Development, Clinical Nurse Specialization and Nursing Health Policy). All students take a designated number of these courses regardless of their area of concentration.

#### *Research/Thesis or Non-Thesis* 11 Credits

Research courses and thesis or non-thesis option credits are required of all graduate nursing students.

#### *Support* 8-12 Credits

Support courses vary according to the student's area of concentration. These might include non-nursing courses.

### **Summary of Design**

#### *General Plan*

Core .....	10 credits
Clinical .....	6 credits
Role .....	6 credits
Support .....	8-12 credits
Research .....	5 credits
Thesis/Electives .....	6 credits
<i>Total:</i> 41-45 credits	

#### *Primary Care Nursing:*

Core .....	10 credits
Clinical .....	15 credits
Role .....	6 credits
Support .....	9 credits
Research .....	5 credits
Thesis/Electives .....	6 credits
Elective-Role Prerequisite .....	3 credits
<i>Total:</i> 54 credits	

### Thesis/Non-Thesis Option

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

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

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

### Curriculum: Doctor of Philosophy Degree

The program of study leading to the Doctor of Philosophy degree includes a minimum of 60 semester credits beyond the master's degree.

The curriculum design includes a required core of nursing courses which incorporate study of Man, study of nursing action, study of the environments in which nursing is practiced and study of the principles and methods of scientific inquiry. Throughout the required core courses an integrative focus is maintained whereby theoretical and methodological approaches of the biophysical and behavioral/social sciences are selected and applied from the perspective of nursing. Within the core courses opportunity is provided for students to build upon their educational and experiential backgrounds through a variety of individually selected learning experiences. Elective courses provide additional flexibility to plan a course of study supportive to individual research interests and career goals.

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

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

#### *Nursing Theory* 14 credits

This component addresses the theoretical basis for nursing practice and the analysis and development of nursing theory. Included are the study and development of key concepts in nursing, the selection and integration of knowledge

from nursing and other disciplines, and the study of techniques for constructing nursing theory using both inductive and deductive approaches. A highly individualized clinical laboratory experience provides the opportunity to pursue theoretical aspects of specialized areas of nursing selected by the student.

#### *Research and Statistics* 16 credits

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

#### *Elective Courses* 18 credits

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

#### *Dissertation Research* 12 credits

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

#### *Summary of Design:*

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

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

grative experience which allows evaluation of the student's mastery of the chosen area of specialization and of advanced nursing theory and research. The final oral examination is an oral defense of the completed dissertation.

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

## Resources

Over 90 community and health care agencies cooperate with the program in providing sites for clinical and role practicum experiences and for the conduct of research. In some instances, faculty have joint appointments with the School and the agency.

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

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

## Admission

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

Any student who wishes to attend the School of Nursing must apply for admission, submit required credentials, and be accepted for matriculation. Consideration is given to academic

work completed in other schools. Personal references are required.

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

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

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

## Admission Requirements

The student's previous academic work, personal qualifications and professional experience are evaluated to determine if prerequisites have been met. Prerequisite courses do not carry credit toward the graduate degree. For admission, the applicant must meet the requirements of both the Graduate School and the nursing program. The nursing program requirements for the *Master's Degree Program* are:

1. a baccalaureate degree with an upper division nursing major from an NLN accredited program equivalent to that offered at the University of Maryland;
2. satisfactory completion of a course in elementary statistics;
3. a photocopy of current licensure for the practice of nursing in one state; (or in a foreign country);
4. official scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test (allow 6-8 weeks for receipt of test scores);
5. undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.75 and 3.0, provisional acceptance

- may be considered if the candidate demonstrates graduate study potential by other means;
6. evidence of personal and professional qualifications from three professional individuals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in Graduate School. Suggested sources for recommendations include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses;
  7. personal interviews are required for Primary Care Nursing and are encouraged by all specialty areas;
  8. clinical nursing experience is required for the following areas of concentration: Administration, Education or Nursing Health Policy—one year full time; Community Health track if area of concentration is role—one year in a Community Health setting; Maternal-Child Health Track—one year in a Maternity/Pediatric setting; Psychiatric track—one year in a psychiatric setting; and Primary Care—two years full time. (Applicants with somewhat less experience may be accepted as part-time students if full time work experience is being pursued.);
  9. physical assessment skills are required for Gerontological, Medical Surgical, Trauma-Critical Care and Primary Care, and highly recommended for Maternal-Child tracks;
  10. a strong background or recent review of physiology/pathophysiology are highly recommended for Gerontological, Maternal-Child, Medical Surgical, Trauma-Critical Care and Primary Care tracks.
5. license to practice professional nursing in at least one state (or in a foreign country);
  6. evidence of personal and professional qualifications from at least three professionals familiar with the applicant's ability, work experience, contributions to nursing and potential to succeed in the doctoral program; and
  7. a personal interview.

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

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

A written offer of admission from the Graduate School will be sent to an applicant who meets all admission requirements. The offer will specify the time of entrance which will normally coincide with the requested starting time. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the Nursing Program. If the applicant is unable to enroll at the expected date, a written request for a postponement of the admission date is made through the School of Nursing. The offer of admission lapses after one year and a new application and fee must be submitted to be reconsidered for admission.

The current offer of admission from the Graduate School is used as a permit to register. Permanent identification as a graduate student will be issued at the time of first registration.

### **Admission Procedure**

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

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

1. a master's degree with a major in nursing from a program accredited by the National League for Nursing (or the equivalent);
2. at least one graduate-level course in research and inferential statistics (minimum 3 semester credits);
3. a cumulative grade point average of 3.0 on a 4.0 scale for all previous course work (all baccalaureate, master's and subsequent course work);
4. satisfactory scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test;
1. An application fee of \$20.00 must accompany the application for admission. This fee is not refundable under any circumstance, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.
2. The following materials should be returned directly to the Office of Graduate Studies

and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, MD 21201:

- a. two copies of the application for admission to the Graduate School;
  - b. application fee;
  - c. two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required;
  - d. letters of reference from three professionals who know the candidate's qualifications;
  - e. official record of the results of:
    - the Miller Analogies Test (test available through testing services of most colleges and universities);
    - the Aptitude Portion of the Graduate Record Examinations (Applicants should write to the Graduate Record Examinations, Educational Testing Services, Princeton, NJ 08540 for details);
3. Applications and supporting documents for the Master's Degree Program must be received by July 1 for the fall semester, December 1 for the winter session and the spring semester, and May 15 for the summer session.
  4. Applications for admission to the Doctoral Program are reviewed twice a year. Applications and supporting documents (including GRE scores, MAT scores, references and transcripts) for the doctoral program must be received by November 1 for the fall review and by March 1 for the spring review. It is the doctoral nursing program policy to admit students only in the fall semester.

### **Admission Status**

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

1. Unconditional Admission: applicant meets all requirements;
2. Provisional Admission: applicant does not meet all requirements for unconditional admission, but in the opinion of the Graduate School and the Graduate Program Admissions Committee demonstrates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must achieve a B grade or above in every course during the first semester of full time

study (the first 12 credits for part-time students). Unconditional status will be granted upon attainment of a B grade or better in every course in the first semester of full-time study (minimum of 9 credits) or in the first 12 credits of part-time study;

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

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

### **Part-time Study**

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

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

### **Foreign Students**

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

### **Record Maintenance and Disposition**

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

Admission credentials and application data are retained for one year only. This regulation

pertains to applicants who: did not register for courses at the period for which they had been admitted; did not respond to a departmental request for additional information; did not respond to requests for additional transcripts or test results; or were disapproved for admission.

### **Student Advisement**

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

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

### **Plan of Study**

A Plan of Study form for all graduate degree students (which outlines the student's expected progression through the degree requirements) must be filled out by the student and the faculty adviser. One copy of this Plan of Study must be filed with the Graduate Office by the beginning of the second semester of study for masters or third semester of study for doctoral students. A second copy of the Plan of Study remains in the student's Nursing Program file. Any major alteration of the plan necessitates the refile of an amended plan. It is suggested that students retain a copy of this plan for their own files.

The entire course of study constitutes a unified program approved by the student's major advisor and by the Graduate School. Faculty in each department provide individualized guidance in the selection of courses based upon guidelines and policies approved by the Nursing Program and the Graduate School. Considerable



flexibility is possible within a student's area of interest and specific career goals.

### **Statute of Limitations**

Starting on the first day of matriculation (or with the first transfer course) a time limit of a maximum five years is allowed for the completion of master's degree requirements. This applies to part-time and full-time students. For doctoral students, a student must be admitted to candidacy for the doctoral degree within five years after admission to the doctoral program and at least one academic year before the date on which the degree is to be conferred. The student must complete all program requirements within four years following admission to candidacy.

### **Registration**

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

Students admitted to the Graduate School pay tuition fees whether or not the credit will be

used to satisfy program requirements. Graduate credit will not be given unless the student has been admitted to the Graduate School. The admission of a new student is validated when she/he registers for and completes at least one course during the semester for which entrance was authorized. Every student must register during the official registration period. Students failing to register during these periods will be subject to late registration fees and must have the consent of their advisor, the course instructor, the Graduate School, and the registrar.

Late Registration Fee . . . . . \$20.00

Change Fee charged for each  
change in program . . . . . 5.00

Doctoral students must maintain continuous registration. All students must be registered for at least one credit in the semester in which they wish to graduate. Any graduate student making any demand upon the academic or support services of the University, whether taking regular lecture, seminar or independent study courses, using University libraries, laboratories, computer facilities, office space, consulting with faculty advisers or taking comprehensive or final oral examinations, must register for the number of graduate credits which, in the judgment of the faculty and adviser, accurately reflect the students involvement in graduate study and use of University resources. After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

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

## Graduate Unit System

In order to accurately reflect the involvement of graduate students in their programs of study and research, and the use of University resources in those programs, the graduate councils use the graduate unit system in making calculations to determine full or part-time graduate student status, in the administration of minimum registration requirements described below, and in responding to student requests for certification of full-time status. The number of graduate units per semester credit hour is calculated in the following manner:

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

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

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

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

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

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

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

## Scholastic Requirements

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

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

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

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

## **Transfer Credits**

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

## **Credit by Examination**

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

## **Withdrawal from a Course**

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

## **Incomplete Course Work**

A grade of I (Incomplete) is given if course work is not completed because of illness or other reasons satisfactory to the instructor. In calculating the GPA, I=O; therefore a grade of I constitutes a penalty until the I grade is removed. The work must be completed and the I grade must be converted to a letter grade by the

end of the next semester (exceptions include courses numbered 799 or 899 or special problems courses requiring two or more semesters of work before a grade can be determined). If the course requirements are not completed the I grade can be changed by the instructor to a grade appropriate to a computation without the missing work. A course with an incomplete grade should not be repeated. Students with provisional admission or on academic probation may not register for additional course work until the I grade is removed.

## **Academic Progress—Unsatisfactory Achievement**

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

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

*Academic Jeopardy—Unconditional Admission:* Unconditionally admitted full-time students who have not maintained a B average during the first semester (9 credits) are to be placed on probation and will be dismissed if B minimum grades in every course (9 credits) are not achieved during the next semester. Unconditionally admitted part-time students who have not maintained a B average for the first 12 credits are to be placed on probation and must achieve B minimum grades in every course during the next 12 credit hours or they too will be dismissed. If the semester's grade point average is below 2.75 the student will be requested to withdraw.

*Academic Progress at the End of the Third Semester:* A cumulative GPA of 3.0 must be attained by all graduate students (M.S. and Ph.D. students) by the end of the third semester and thereafter. Failure to achieve and maintain the 3.00 average will result in dismissal from the program. In addition, a satisfactory level of research performance as determined by the research advisor and Research Committee must

be maintained or a dismissal from the program could result.

*Failure of Comprehensive Examinations in Master's Degree Program:* A master's student who fails one or more questions on the comprehensive examination may schedule a retake examination. If a student should have a second failure of an examination question(s), additional course work will be required as recommended by the student's advisor. Failure on the second retake will result in dismissal of the student.

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

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

### ***Withdrawal, Suspension, Dismissal***

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

The faculty advisor and graduate student share the responsibility for the student's progress. Students are expected to comply with rules and procedures of the Graduate School as well as with specific requirements established

by individual departments. In fulfilling this responsibility the student should seek the advice of a faculty advisor, department chairperson, and/or the administrative officers of the School of Nursing and the staff of the Dean for Graduate Studies.

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

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

### ***Graduation***

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

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

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

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

## Fees and Expenses

Matriculation (new student) .....	\$ 20.00
Tuition — per credit (in-state) .....	67.00
Tuition — per credit (out-of-state) .....	122.00
Supporting Facilities Fee (full-time) per semester .....	36.00
Supporting Facilities Fee (part-time)per semester .....	6.00
Student Health Fee (full-time) per semester .....	9.00
Health Insurance (Blue Cross)	
One Person .....	106.68
Two Persons .....	205.44
Instructional Resources Fee (full-time) per semester .....	18.00
Instructional Resources Fee (part-time) per semester .....	9.00
Student Activity Fee (both full and part-time \$7.50 per semester) .....	7.50
Graduation Fee .....	15.00
Continuous Registration Fee (Doctoral Candidates) .....	22.00
Late Registration Fee .....	20.00
Change Fee .....	5.00

### Student Health and Health Insurance

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

Students with equivalent insurance coverage must provide proof of such membership at the time of registration and obtain a hospital insurance waiver. Health Services are provided for School of Nursing students through the Student Health Office in Howard Hall.

### Malpractice Insurance

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

### Financial Aid Overview

Financial aid in the form of scholarships, grants, loans, and work-programs is awarded to women and men students and is based upon apparent academic ability, nearness to program completion and financial need. Applicants must complete a traineeship application at admission or preregistration preceding the semester for which aid is sought. Separate applications must

be completed in the financial aid office to be considered for funding from sources outside the school. Because of limitations in available funds, preference is given to full-time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and non-academic regulations of the University. Graduate students must maintain a 3.0 GPA to be eligible for financial aid. In the case of new students, applicants must have been accepted for admission to the University before the financial application will be reviewed.

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

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

### Sources of Aid

#### University Sources

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

The graduate assistant is generally expected to make a work commitment of approximately

20 hours per week. Assigned duties are consistent with the aims and objectives of the teaching and research missions of the University. In addition to the above, some research assistantships are made available through grant or contract funds. Depending on the qualifications required for a particular position, masters and doctoral students may be eligible to apply.

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

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

*Traineeships:* Students who meet admission requirements and are U.S. citizens are eligible to apply to the School of Nursing for federal funds for full-time study. Professional nurse traineeships available from the Division of Nursing, Health and Human Services provide tuition, fees, and a monthly stipend. Students in selected specialty areas may also be eligible for support under specialized grants obtained by the School of Nursing or available through application to a specific foundation or funding source. Since there are limitations on the number of traineeships available, applicants are ranked according to total professional background. In the case of all traineeships, prospective students make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established. Graduate students also are referred to the Federal Nursing Loan and Scholarship Program available through the financial aid office.

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

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

## **Non-University Sources**

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

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

## **Employment Opportunities**

Graduates of the master's degree program of the University of Maryland have a variety of employment opportunities. Surveys of recent graduates indicate 100% employment. Approximately 60% of these graduates are employed in hospitals, 30% as faculty in schools of nursing and 10% in other areas including nursing homes, community mental health and public health clinics. Salaries vary with the type of position, the setting, the geographical areas, and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C. area for new master's graduates range from \$22,000-26,000 per year. Doctorally prepared nurses are in great demand throughout the nation as administrators, faculty and researchers. Salaries vary with the particular position, the geographical area and the individual background of the candidate ranging from \$25,000-\$45,000 per year.

## **Graduate Student Organizations**

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

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

## COURSE DESCRIPTIONS

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

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

**NURS 604 Organizational Behavior and Role Fulfillment (3)** An exploration and analysis of commonalities inherent in nursing practice in various roles. Content from systems, role, organizational behavior, consultation,

learning and change theories provides the basis for synthesis into a conceptual framework of practice in teaching, clinical practice and administration. (Faculty)

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

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

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

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

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



of clients with common health problems. Prerequisite: NURS 611, NPHY 480. Open to majors only. (Faculty)

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

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

**NURS 618 Special Problems in Primary Care (1-6)** An independent study experience which allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the Department of Primary Care Nursing may elect this experience to study selected concepts relating to primary care nursing. Registration upon consent of advisor. Students may register for varying units of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

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

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

**NURS 623 Trauma/Critical Care Nursing I (2)** This first level Trauma/Critical Care Nursing course focuses on systematic exploration of concepts particularly relevant to trauma patients and their families. The concepts are developed within the graduate program framework, interrelationships among concepts are determined and clinical implications are considered; examples of concepts to be examined would include body image, sensation, mobility, motility, perception and stress. Each student explores one concept in depth with development/critique of an assessment tool which is relevant to the clinical area. Consideration is given to assessment data obtained through technologies available in the Trauma/ Critical Care environment. Prerequisite:

sites or concurrent: NURS 602 and NPHY 480. (Gordon and Faculty)

**NURS 624 Trauma/Critical Care Nursing II**

**(4)** This second level course focuses on regulatory processes useful in the trauma/critical care process. Surveillance, ministration, confrontation, and affirmation are examples of regulatory processes which will be examined in theory and as nursing strategies in the clinical setting. Relevant technologies will be considered (respirators, airways, invasive catheters, hyperalimentation and immobilization devices) as tools in surveillance and ministration. Evaluation of the effect of these strategies in the rapidly changing patient situation exemplified by critical care/trauma will be considered. Prerequisite: NURS 623. (Gordon and Faculty)

**NURS 625 Introduction to Gerontological Nursing (2)**

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

**NURS 626 Processes of Aging: Implications for Nursing Care (4)**

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

**NURS 628 Special Problems in Medical-Surgical Nursing (1-3)**

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

**NURS 631 Maternal and Infant Nursing I**

**(2)** First of a two-semester sequence. A con-

ceptual approach which focuses on extensive understanding of nursing in society's total program of maternal health services with emphasis on increased practitioner skills for independent and collaborative components of professional nursing of mothers and infants. Prerequisite: NURS 602. (Neal and Faculty)

**NURS 632 Maternal and Infant Nursing II**

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

**NURS 638 Special Problems in Maternity Nursing (1-3)**

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

**NURS 641 Nursing of Children I (2)**

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

**NURS 642 Nursing of Children II (4)**

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

**NURS 648 Special Problems in Nursing of Children (1-3)**

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

**NURS 650 Foundations for Psychiatric Nursing I (2)** This is the first half of a two semester course which will provide graduate students in psychiatric nursing with a theoretical basis for clinical practice, an overview of multiple schools of psychotherapy, and a matrix within which to integrate concepts for Core I (N 602) which are particularly relevant to psychiatric nursing. The course content encourages the student to view the client developmentally in order to assess his/her or the family's problem(s) and to choose therapeutic interventions that are grounded either in theory or in knowledge generated from empirically tested data. Either NURS 650 or NURS 750 must be taken concurrently with NURS 602. Offered Fall semester. (Aguilera and Faculty)

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

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

**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. Offered Fall Semester. (Robinson)

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

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

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

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

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

**NURS 660 Introduction to Selected Aspects of Child Development I (2)** This course explores selective theoretical concepts of

child development during the first six years of life. Emphasis is placed on integrating personality development and intellectual development. Assessment tools which reflect the theories presented will be discussed. (McElroy)

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

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

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

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

**NURS 670 School Health (2)** This course is designed to examine factors and programs that contribute to the promotion and maintenance of health in the school population. The development of school health programs and services are discussed. Issues, legislation and organizations involved in school health are explored. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary ap-

proach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Session. (Northrop and Strasser)

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

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

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

**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 basis for discussion as to how effective and efficient services can be achieved. Various systems of health care organization will be compared in terms of health level, structure, and reimbursement mechanisms. Open to non-



nursing majors with permission of instructor. Offered Spring Semester. (Ruth)

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

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

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

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

**NURS 682 Practicum in Teaching in Nursing (3)** Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total teaching learning process. An analytical approach to teaching effectiveness is emphasized. Placement in junior colleges, baccalaureate programs or in-service settings is arranged according to track selected. Prerequisite: NURS 604 and two semesters of clinical course work. (Heller and Faculty) Prerequisite or concurrent: NURS 680.

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

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

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

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

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

**NURS 690 Managerial Health Finance (3)** This course focuses on the role and responsibility of the administrator in fiscal management of health-care institutions in both the public and private sectors. Training is provided in resource management and accountability. Conceptual and practical issues related to health care eco-

nomics, financial management, and budget preparation will be stressed. Prerequisite: NURS 604. (Proulx and Faculty)

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

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

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

**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. (Heller and Faculty)

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

**NURS 697 Seminar in Nursing—Health Policy (2)** This course focuses on formulation

and implementation of health policy viewed from a historical perspective and an examination of selected current issues. Attention will be given to the role of nurses in influencing policy decisions. Prerequisite POSI-601. Open to majors only. (Scott)

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

**NURS 699 Practicum in Nursing-Health Policy (4)** This course is the last in nursing health policy major. Practical experience in selected agencies will reinforce and enhance analytic skills needed in policy formulation and implementation. Placement will be in accord with students' special interests in the nursing health field. Prerequisite: NURS 697: Seminar in Nursing and Health Policy. (Scott)

**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, and methods of research study. Prerequisite: Basic statistics. (Faculty)

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

**NURS 704 Program Evaluation In Nursing (3)** This elective course introduces students to various models and approaches available for the evaluation of nursing programs in both educational and service settings. Class discussions focus on the components of various models,



their relative strengths and weaknesses, and their utility for the evaluation of nursing programs. Opportunities to evaluate program evaluation efforts in nursing are also provided. Prerequisite: Permission of Instructor. (Waltz)

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

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

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

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

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

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

**NURS 721 Psychophysiological Interventions in Nursing (3)** This course is an overview of the psychophysiological interrelationships commonly seen in patients manifesting symptomatology such as hypertension, low back pain, headaches and arthritis.

Psychophysiological models unique to advanced nursing assessment and intervention within a family systems framework are examined, practiced and applied to actual client situations. Prerequisite: NURS 602 Conceptual Framework for Nursing Practice. (Thomas)

**NURS 750 Foundations for Psychiatric Nursing II (2)** This is the second half of a two semester course which will provide graduate students in psychiatric nursing with a theoretical basis for clinical practice, an overview of multiple schools of psychotherapy, and a matrix within which to integrate concepts for Core I which are particularly relevant to psychiatric nursing. The course content encourages the student to view the client developmentally in order to assess his/her or the family's problem(s) and to choose therapeutic interventions that are grounded either in theory or in knowledge generated from empirically tested data. Either NURS 650 or NURS 750 must be taken concurrently with NURS 602. Offered Spring semester. (Aguilera and Faculty)

**NURS 754 Liaison Nursing II (3)** The second level course in psychiatric liaison nursing



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

**NURS 770 Strategies for Legal-Ethical Dilemmas in Nursing (2)** This course is designed to explore and analyze legal and ethical dimensions of nursing interventions within the context of selected professional issues such as autonomy, privacy, justice, power, responsibility, self-regulation, confidentiality, use of human subjects and informed consent. The process of identifying issues, taking and supporting positions and selecting effective nursing strategies will be stressed. The interface of law ethics and nursing is the primary focus of the course. Prerequisites: NURS 602 or permission of instructor. (Northrop)

**NURS 771 Occupational Health (2)** This course provides an examination of issues and research in occupational health. The expressions of health of working segments of the adult population in various occupations will be explored. The role of the health provider in occupational health is considered in terms of legislation, private and public industry, unionized and nonunionized workers. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Semester. (Northrop)

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

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

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

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

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

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

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

**NURS 811 Measurement of Nursing Phenomena (3)** The theoretical basis of measurement will be presented as a foundation for the development and evaluation of measurement tools for use in nursing research. Types of measures, techniques of construction, the statistical analysis of reliability and validity, and strengths and limitations for use of selected measures in nursing research will be presented. Nursing research studies will be evaluated relative to mea-

surement theory. Tools and procedures, including those used to measure effective, cognitive, behavioral and physiological aspects of selected concepts, will be evaluated. Prerequisites: NURS 702 , NURS 813 or equivalent. (Waltz)

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

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

**NURS 815 Advanced Seminar in Nursing Research (3)** Emphasis is on use of pre- and quasi-experimental designs and related statistical procedures for the study of nursing problems. Included are evaluation research strategies, issues of research control in field settings and major sampling procedures. Prerequisites or concurrent: NURS 813, COMP 601 or equivalent. (Prescott)

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

**NURS 888 Special Problems in Direct Nursing (1-3)** Students select a topic of particular professional interest within the sphere of direct nursing, to be studied with a graduate faculty member with special competence in the

subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of 6 credits. (Faculty)

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

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

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

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

**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. (Faculty)

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

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# CONTINUING EDUCATION PROGRAM

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

Activities are coordinated with other professional groups, institutions and health related agencies in the state to encourage cooperative planning and interprofessional programming. Regional committees consisting of nurses in western and southern Maryland and the Eastern

Shore assist with identification of continuing education needs and participate in planning and implementing individual offerings in those regions.

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

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

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

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**ADMINISTRATION  
AND FACULTY**

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## Administration

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### University of Maryland Central Administration

*President*: John S. Toll, B.S., Yale University, 1944; A.M., Princeton University, 1948; Ph.D., Princeton University, 1952.

*Executive Vice President*: Kenneth W. Ford, A.B., Harvard University, 1948; Ph.D., Princeton University, 1953.

*Acting Vice President for Academic Affairs*: David S. Sparks, B.S., Grinnel College, 1944; M.A., University of Chicago, 1945; Ph.D., University of Chicago, 1951.

*Vice President for Agricultural Affairs and Legislative Relations*: Frank L. Bentz, Jr., B.S., University of Maryland, 1942; Ph.D., University of Maryland, 1952.

*Vice President for General Administration*: Warren W. Brandt, B.S., Michigan State University, 1944; Ph.D., University of Illinois, 1949.

*Vice President for University Relations*: Robert G. Smith, B.S., State University of New York, 1952; M.A., Ohio University, 1956.

*Acting Vice President for Graduate Studies and Research*: Robert E. Menzer, B.S., University of Pennsylvania, 1960; M.S., University of Maryland, 1962; Ph.D., University of Wisconsin, 1964.

*Assistant to the President*: W. Jackson Stenger, A.B., Washington College, 1949; M.A., Georgetown University, 1959; Ph.D., Georgetown University, 1965.

*Assistant to the President*: Earl S. Richardson, B.A., Maryland State College, 1965; M.S., University of Pennsylvania, 1973; D.Ed., University of Pennsylvania, 1976.

*Associate Vice President for University Relations*: Leo E. Geier, A.B., University of Nebraska, 1950.

*Associate Vice President for Development*: Patricia P. Purcell, B.A., Wells College, 1966; M.Ed., Boston University, 1967.

### University of Maryland at Baltimore Administration

#### Chancellor:

Dr. T. Albert Farmer

#### Executive Assistant to the Chancellor:

Roy Borom

#### Special Assistant to the Chancellor:

Dr. Malinda B. Orlin

#### Vice Chancellor for Health Affairs:

Dr. John M. Dennis

#### Vice Chancellor for the Medical System:

Dr. Morton I. Rapoport

#### Associate Vice Chancellor for General Administration:

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#### Associate Vice Chancellor for Student Affairs:

Dr. Louis J. Murdock

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#### Director, Health Sciences Library:

Cyril H. Feng

#### Coordinator, Office of Residence Life:

Nadine Lonakin

#### Director, Office of Institutional Advancement:

Dr. Frederick J. Ramsay

#### Director, Institutional Research:

Paul A. Davalli

#### Director, Personnel Services:

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#### Director, Facilities Management:

Richard Vicens

#### Director, Professional Schools Computer Center:

Donn A. Lewis

#### Director, Student Financial Aid:

James H. Nolan

#### Director, Campus Health Services:

Dr. Robert Evans

#### Special Assistant to the Vice Chancellor:

G. Bruce McFadden

### University of Maryland at Baltimore—Deans

*Dean, Dental School*: Errol L. Reese, B.S., Fairmont State College, 1960; M.S., University of Detroit, 1968; D.D.S., University of West Virginia, 1963.

*Dean (Acting), Graduate School and Interprofessional Studies*: Ross W. I. Kessel, M.B., B.S., University of London, 1956; Ph.D., Rutgers, The State University, 1960.

*Dean, School of Law*: Michael J. Kelly, B.A., 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:* Nan B. Hechenberger. B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; RN  
*Dean, School of Pharmacy:* 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:* Ruth H. Young, A.B., Wellesley College, 1944; M.S.S.W., The Catholic University of America, 1949; D.S.W., 1965.

### School of Nursing Administration

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

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

**Rachel Z. Booth**, Associate Dean for Undergraduate Studies and Associate Professor B.S., University of Maryland, 1968; M.S., 1970 Ph.D., 1978; (RN)

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

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

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

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

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

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

**Brian Naughton**, Director, Nursing Media Center and Assistant Professor B.S., State University of New York, 1970; M.A., Ohio State University, 1971

**Judith Court**, Director, Admissions and Academic Progressions and Assistant Professor B.A., State University of New York City, Albany, 1971; M.A., Columbia University, 1972; Ed.D., 1979.

**Donna Aguilera**, Chairperson, Psychiatric Nursing and Professor B.S., University of California, Los Angeles, 1963; M.S., 1965; Ph.D., Univer-

sity of Southern California, Los Angeles, 1974; (RN)

**Hazle Blakeney**, Chairperson, Career Development and Professor B.S., Kansas State College, 1946; M.S., Teacher's College, Columbia University 1953; Ed.D., 1967; (RN)

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

**Betty Shubkagel**, Chairperson, Medical Surgical, Gerontological and Trauma/ Critical Care Nursing and Professor B.S., University of Maryland, 1954; M.N., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN)

**RoAnne Dahlen**, Chairperson, Registered Nurse Program and Assistant Professor B.S., Columbia University, 1961; M.A., New York University, 1964; D.N.Sc., The Catholic University of America, 1980; (RN)

**Lesley Perry**, Acting Chairperson, Senior Year and Assistant Professor B.S.N., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; (RN)

**Mary Rapson**, Chairperson Junior Year and Assistant Professor B.S., University of Maryland, 1961, M.S., 1967; Ph.D., 1980 (RN)

**Doreen C. Harper**, Chairperson, Undergraduate Expansion UMBC and Assistant Professor; B.S.N; Cornell University, 1971; M.S.N., Catholic University of America, 1974; Ph.D., University of Maryland, 1980; (RN)

### Nurses' Alumni Association

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## Faculty

### University of Maryland School of Nursing

- Acuff, Mathilda**, *Instructor* (Psychiatric-Mental Health Nursing) B.S.N., Medical College of Virginia, 1965; M.S., Virginia Commonwealth University, 1975; (RN)
- Adams, Deborah**, *Instructor of Nursing* (Pediatric Nursing) B.S.N., University of Virginia, 1976; M.S.N., University of North Carolina, 1980; (RN)
- Afkari, Elizabeth**, *Instructor of Nursing* (Maternal and Child) B.S.N., Columbia University, 1958; M.Ed., 1967; (RN)
- Aguilera, Donna**, *Chairperson, Psychiatric Nursing and Professor*, B.S., University of California, Los Angeles, 1963; M.S., 1965; Ph.D., University of Southern California, Los Angeles, 1974; (RN)
- Arnold, Elizabeth C.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., Georgetown University, 1961; M.S., Catholic University of America, 1964; (RN)
- Awalt, Kathleen A.**, *Instructor of Primary Care Nursing* (Graduate Program) B.S., Villanova University, 1971; M.S., University of Colorado, 1976; (RN)
- Baldwin, Beverly**, *Assistant Professor of Gerontological Nursing* (Graduate Program) B.S.N., Northwestern State University, 1966; M.S., University of Iowa, 1970; M.A., University of New Orleans, 1975; (RN)
- Baldwin, Mary Ann**, *Instructor of Nursing* (Family Health Nursing) B.S.N., Duquesne University, 1970; M.S., Catholic University, 1981; (RN)
- Bausell, R. Barker**, *Associate Professor, Center for Research* B.S., University of Delaware, 1968; Ph. D., 1976
- Bayne, Marilyn**, *Assistant Professor of Nursing* (Medical and Surgical) B.S., University of Maryland, 1974; M.S., 1977; (RN)
- Bertsch, Coleen**, *Instructor of Nursing* (Family Nurse Clinician) B.S.N., University of Tennessee, 1962; M.S.N., Mississippi University for Women, 1977; (RN)
- Blakeney, Hazle E.**, *Chairperson, Career Development and Professor* (Graduate Program) B.S., Kansas State College, 1944; M.A., Teachers College, Columbia University, 1961; Ed.D., 1967; (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.**, *Associate Dean for Undergraduate Studies and Associate Professor*, B.S., University of Maryland, 1968; M.S., 1970; Ph.D., 1978; (RN)
- Braun, Rita**, *Assistant Professor of Nursing, Career Development* (Graduate Program) B.S.N., St. Louis University, 1964; M.S.N., The Catholic University, 1966; (RN)
- Brooks, Naomi**, *Assistant Professor of Nursing* (Community Health Nursing) B.S., University of Maryland, 1961; M.S., 1976; (RN)
- Brophy, Merrill C.**, *Instructor of Nursing* (Pediatric Nursing) B.S., Western Reserve University, 1966; M.S., University of Maryland, 1978; (RN)
- Brownell, Ruth**, *Instructor of Nursing* (Primary Care Nursing) B.S. University of Maryland, 1979; M.S., 1981; (RN)
- Brunger, Judith**, *Instructor of Nursing* (Psychiatric-Mental Health Nursing) B.S. Duke University, 1969; M.S.N. Catholic University of America, 1979; (RN)
- Byfield, Barbara**, *Acting Assistant Dean for Continuing Education and Faculty Development and Assistant Professor*, B.S., D'Youville College, 1969; M.S., University of California, San Francisco, 1971; (RN)
- Cain, Ann M.**, *Professor Psychiatric Nursing* (Graduate Program) B.S., Ohio State University, 1956; M.S., University of Colorado, 1959; Ph.D., University of Maryland, 1972; (RN)
- Campbell, Kathleen**, *Instructor of Nursing* (Pediatric Nursing) B.S.N., University of Maryland, 1973; M.S., 1980; (RN)
- Cardinale, Sandra**, *Assistant Professor Nursing* (Medical and Surgical Nursing) B.S., University of Maryland, 1959; M.S., 1975; (RN)
- Carson, Verna J.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., University of Maryland, 1968; M.S., 1973; (RN)
- Cassidy, Jean E.**, *Assistant Professor of Nursing* (Maternal Child Nursing) B.S.N., St. Anselm's College, 1964; M.P.H., John's Hopkins University, 1973; Dr. P.H; 1981 (RN) Certified Nurse Midwife
- Chichester, Myra**, *Assistant Professor of Nursing* (Maternity Nursing) B.S.N., Columbia University, 1957; M.S., University of Maryland, 1971; (RN)
- Cogliano, Janet**, *Assistant Professor of Medical and Surgical Nursing* (Graduate Program) B.S., University of Maryland, 1965; M.S.N., Catholic University of America, 1975; D.N.Sc., Catholic University of America, 1981. (RN)
- Court, Judith A.**, *Assistant Professor, Director of Admissions and Academic Progressions*, B.A., State University of New York City, Albany, 1971; M.A., Columbia University, 1972; Ed.D., 1979
- Cusson, Regina**, *Instructor of Nursing* (Maternal and Child) B.S., St. Joseph's College, 1971; M.S., University of Maryland, 1978; (RN)
- Dahlen, RoAnne**, *Chairperson, Registered Nurse Program and Assistant Professor of Nursing*, B.S., Columbia University, 1961; M.A., New York University, 1964; D.N.Sc., Catholic University of America, 1980; (RN)

- Damrosch, Shirley P.**, *Assistant Professor, Center for Research* B.A., Ohio State University, 1954; Ph.D., University of Minnesota, 1975
- DeLuca, Kathleen E.**, *Instructor of Nursing (Medical-Surgical Nursing)* B.S.N., St. Louis University, 1971; M.S.N., Catholic University, 1977; (RN)
- Edmunds, Marilyn**, *Assistant Professor of Primary Care Nursing (Graduate Program)* B.S., Brigham Young University, 1964; M.S., DePaul University, 1970; (RN)
- Eells, Mary Ann**, *Associate Professor of Community Health Nursing (Graduate Program)* B.S., State University of New York, 1955; M.S., University of Rochester, 1968; Ed.D., 1970; (RN)
- Emrich, Carol**, *Instructor of Medical and Surgical Nursing (Graduate Program)* B.S., University of Maryland, 1970; M.S., 1974; (RN)
- Feroli, Kathleen**, *Instructor of Nursing (Pediatric Nursing)* B.S.N., University of Maryland, 1973; M.S., 1980; (RN)
- \*Fischman, Susan**, *Associate Professor of Maternal and Child 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
- Fishbein, Eileen G.**, *Assistant Professor of Nursing (Maternal-Child Nursing)* B.S.N., University of Maryland, 1958; M.S., 1959; D.N.Sc., Catholic University of America, 1981; (RN)
- Fitzgerald, Sheila, T.**, *Instructor of Primary Care Nursing (Graduate Program)* B.S.N., University of Wisconsin, 1968; M.S.N., University of Pennsylvania, 1973; (RN)
- Fontaine, Dorothy**, *Instructor of Medical and Surgical Nursing (Graduate Program)* B.S., Villanova University, 1972; M.S., University of Maryland, 1977; (RN)
- Fortier, Julie C.**, *Assistant Professor of Nursing (Maternity Nursing)* B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1968; (RN)
- \*Fortna, Nancy**, *Instructor of Nursing (Nursing of Children)* B.S.N., University of Pennsylvania, 1964; M.S.N., 1966; (RN)
- \*Fritz, Winona**, *Assistant Professor Nursing, Career Development (Graduate Program)* B.S.N., University of Missouri, 1968; M.S., University of Maryland, 1977; (RN)
- Fuller, Antonia K.**, *Assistant Professor of Nursing (Psychiatric Nursing)* B.S., University of Colorado, 1968; M.S., University of Maryland, 1973; (RN)
- Gerardi, Ruth**, *Instructor of Nursing (Medical and Surgical Nursing)* B.S.N., Widener University, 1971; M.S., University of Maryland, 1970; (RN)
- Gift, Audrey**, *Assistant Professor (Medical-Surgical Nursing)* B.S.N., Teachers College, Columbia University, 1967; University of Pennsylvania, 1969; (RN)
- Giles, Lois A.**, *Instructor of Nursing (Psychiatric Nursing)* B.S., University of Maryland, 1975; M.S., 1977; (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)
- \*Gordon, Dorothy L.**, *Assistant Professor of Medical and Surgical Nursing (Graduate Program)* B.S.N., University of Pennsylvania, 1963; M.S., New York University, 1968; D.N.Sc., The Catholic University of America, 1975; (RN)
- Gray, Peggy**, *Instructor of Nursing (Gerontological Nursing)* B.S., University of Virginia, 1969; Ohio State University, 1973; (RN)
- Grimm, Patricia M.**, *Assistant Professor of Nursing (Psychiatric Nursing)* B.S., University of Connecticut, 1964; M.S., Catholic University, 1976; (RN)
- Guberski, Thomasine**, *Assistant Professor of Primary Care Nursing (Graduate Program)* B.S., American International College, 1964; M.S., University of Michigan, 1969; (RN)
- Gunnnett, Ann E.**, *Assistant Professor of Nursing (Medical and Surgical Nursing)* B.S., University of Maryland, 1968; M.S., Case Western Reserve University, 1975; (RN)
- Hale, Shirley L.**, *Associate Professor of Nursing (Psychiatric Nursing)* B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960; Ph.D., 1974; (RN)
- Hall, Pamela S.**, *Instructor of Medical-Surgical Nursing (Graduate Program)* B.S., University of Maryland, 1974; M.S., 1980; (RN)
- Hardman, Margaret A.**, *Assistant Professor of Nursing (Maternity Nursing)* B.S., University of Oregon, 1955; M.S., University of Maryland, 1972; (RN)
- Harper, Doreen C.**, *Chairperson, Undergraduate Expansion UMBC and Assistant Professor;* B.S.N., Cornell University, 1971; M.S.N., Catholic University of America, 1974; Ph.D., University of Maryland, 1980; (RN)
- \*Harvey, Ann H.**, *Assistant Professor of Medical and Surgical Nursing (Graduate Program)* B.S., University of Maryland, 1964; M.S., 1967; (RN)
- Hechenberger, Nan B.**, *Dean and Professor* B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (RN)
- Heller, Barbara**, *Associate Professor, Career Development, (Graduate Program)* B.S., Boston University, 1962; M.S.N., Adelphi University, 1966; Ed. M., Teachers College, Columbia University, 1971; Ed. D., 1973; (RN)
- \*Hicks, Johnnye M.**, *Assistant Professor of Maternal and Child Nursing (Graduate Program)* B.S., Winston-Salem University, 1961; M.S., Yale University, 1965; (RN) Certified Nurse Midwife
- Holt, Frieda M.**, *Associate Dean for Graduate Studies and Professor (Graduate Program)* B.S.,

- University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN)
- Horensky, Judith L.**, *Instructor of Nursing* (Community Health Nursing) B.S.N., University of Pittsburgh, 1964; M.S., University of Maryland, 1978; (RN)
- Ignatavicius, Donna D.**, *Instructor of Nursing* (Medical-Surgical Nursing) B.S.N., University of Maryland, 1976; M.S., 1981; (RN)
- Jacox, Ada**, *Director, Center for Research and Professor* B.S., Columbia University, 1959; M.S., Wayne State University, 1965; Ph.D., Case Western Reserve University, 1969; (RN)
- Jarrett, Grace**, *Assistant Professor of Nursing, Career Development: Clinical Specialization* (Graduate Program) B.S.N., Hunter College, 1973; M.A., Columbia University, 1974; Ph.D., University of Maryland, 1979; (RN)
- \* Jones, L. Colette**, *Assistant Professor of Primary Care Nursing* (Graduate Program), B.S., University of Nebraska, 1958; M.S., The Catholic University of America, 1972; Ph.D., University of Maryland, 1978; (RN)
- Kennedy, Patricia H.**, *Assistant Professor Nursing* (Psychiatric Nursing) B.S., University of Maryland, 1962; M.S., 1963; (RN)
- Kleeman, Karen M.**, *Assistant Professor of Medical and Surgical Nursing* (Graduate Program) B.S., Columbia Union College, 1968; M.S., University of Colorado, 1971; (RN)
- Klemm, Paula R.**, *Instructor of Nursing* (Medical-Surgical Nursing) B.S.N., Stony Brook University, 1976; M.S., University of Maryland, 1981; (RN)
- \*\* Kohler, Helen R.**, *Director, Outreach Projects 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)
- Krauss, Nancy E.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1967; (RN)
- Kreider, Mildred S.**, *Associate Professor of Medical and Surgical Nursing* (Graduate Program) B.S.N., Goshen College, 1958; M.S., University of Maryland, 1968; Ph.D., 1976; (RN)
- Lamm, Naomi H.**, *Instructor of Nursing* (Maternal Child Nursing) B.S.N., University of Maryland, 1976; M.S., 1981; (RN)
- Leidy, Susan**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., Elizabethtown College, 1970; M.S.N., University of Pennsylvania, 1972; (RN)
- Lenz, Elizabeth R.**, *Director of Doctoral Program and Associate Professor* (Graduate Program) B.S.N., DePauw University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976; (RN)
- Linthicum, Louise R.**, *Associate Professor of Nursing* (Maternal and Child Nursing) B.S., Johns Hopkins University, 1959; M.S., University of Maryland, 1964; Ph.D., 1975; (RN)
- Liscik, Eileen**, *Instructor* (Pediatric Nursing) B.S.N., University of Pittsburgh, 1973; M.S. Catholic University of America, 1977; (RN)
- Marshall, Mary Jo**, *Instructor* (Pediatric Nursing) B.S.N., University of Maryland, 1969; M.S.N., University of Texas, 1976; (RN)
- McBee, Betty M.**, *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., University of Colorado, 1961; M.S., University of Maryland, 1966; Ph.D., 1973; (RN)
- McEntee, Margaret A.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S., Seton Hall University, 1968; M.S., University of Maryland, 1973; (RN)
- McFadden, Ellen A.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., University of Virginia, 1973; M.S., University of Maryland, 1974; (RN)
- McGurn, Wealtha C.**, *Associate Professor of Primary Care Nursing* (Graduate Program) B.S.N., University of Vermont, 1961; M.S., University of Pennsylvania, 1965; M.A., 1971; Ph.D., 1976; (RN)
- McKinney, Denise**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., University of Delaware, 1973; M.S., University of Maryland, 1978; (RN)
- Madison, Ann**, *Assistant Dean for Academic Services and Associate Professor* B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN)
- Maguire, Maureen**, *Assistant Professor of Primary Care Nursing* (Graduate Program) B.S.N., University of Pennsylvania, 1969; M.S.N., 1971; (RN)
- Marsan Mosely, H. Jewel**, *Associate Professor of Medical and Surgical Nursing* (Graduate Program) B.S., University of Maryland, 1959; M.S., 1963; (RN)
- Maurer, Frances**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., California State University, 1977; M.S., University of Maryland, 1979; (RN)
- Melcolm, Norma J.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; (RN)
- \* Micka, Georgia**, *Instructor of Primary Care Nursing* (Graduate Program) B.S., Columbia University, 1966; M.S., University of Maryland, 1979; (RN)
- Miller, Cynthia**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S.N., University of Maryland, 1976; M.S., 1981; (RN)

- Miller, Patricia**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., Loyola College, 1974; B.S., Johns Hopkins University, 1977; M.S., University of Maryland, 1979; (RN)
- Montana, Joanne, D.**, *Instructor of Nursing* (Pediatric Nursing) B.S.N., University of Pittsburgh, 1973; Catholic University of America, 1980; (RN)
- Morgan, Ann**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN)
- Moser, Rose Marie**, *Counselor* B.A., University of Pennsylvania, 1976; M.S., 1977; Ph.D., 1981
- Murphy, Marion I.**, *Dean Emerita* B.S., University of Minnesota, 1936; M.P.H., University of Michigan, 1946; Ph.D., University of Michigan, 1959; (RN)
- Naiven, Lynne**, *Instructor of Nursing* (Maternal Child Nursing) B.S.N., University of Maryland, 1975; M.S., 1977; (RN)
- Naughton, Brian**, *Director, Nursing Media Center and Assistant Professor* B.S., State University of New York, 1970; M.A., Ohio State University, 1971
- 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.**, *Professor of Maternal and Child Nursing* (Graduate Program) B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; (RN)
- Neff, Phyllis**, *Instructor of Nursing* (Maternal-Child) B.S., University of Maryland, 1976; M.S., University of Maryland, 1979, 1979 (RN)
- \***Niklewski, Roberta**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S.N., St. Joseph College, 1972; M.S.N., University of Maryland, 1975; (RN)
- Northrop, Cynthia E.**, *Assistant Professor of Community Health Nursing* (Graduate Program) B.S., Columbia Union College, 1972; M.S., University of Maryland, 1975; J.D., University of Baltimore, 1979; (RN)
- O'Brien, Maureen**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., Boston College, 1964; M.A., Boston University, 1967; (RN)
- O'Connor, Catherine E.**, *Assistant Professor of Gerontological Nursing* (Graduate Program) B.S., University of Maryland, 1975; M.S., 1977; (RN)
- O'Mara, Ann M.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S.N., State University of New York, 1972; M.S.N., Catholic University of America, 1977; (RN)
- Parker, Barbara J.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., University of Illinois, 1968; M.S., University of Maryland, 1972; (RN)
- Perry, Lesley**, *Acting Chairperson, Senior Year and Assistant Professor* (Pediatric Nursing) B.S.N., Robert Wesleyan College, 1966; M.S., Boston University, 1969; (RN)
- Phillips, May E.**, *Instructor of Nursing* (Maternity Nursing) B.S., University of Vermont, 1960; M.S., University of Maryland, 1980; (RN)
- Prescott, Patricia**, *Associate Professor of Nursing, Center for Research* B.S., University of California, 1965; M.S., 1967; M.A., University of Denver, 1974; Ph.D., 1977; (RN)
- Proulx, Joseph R.**, *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)
- Quinn, Charlene Connolly**, *Instructor of Nursing, Career Development* (Graduate Program) B.S.N., Duke University, 1976; M.S.N., University of Maryland, 1980; (RN)
- Rankin, Elizabeth**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S.N., University of Maryland, 1970; M.S., 1972; Ph.D., 1979; (RN)
- Rapson, Mary**, *Chairperson, Junior Year, Assistant Professor* B.S., University of Maryland, 1961; M.S., 1967; Ph.D., 1980; (RN)
- Rawlings, Norma R.**, *Assistant Professor of Nursing* (Maternity Nursing) b.s., Winston-Salem University, 1964; M.S., University of Maryland, 1968; (RN)
- Redgraves, Patricia C.**, *Instructor of Nursing* (Maternal Child Nursing) B.S.N., University of Maryland, 1975; M.S., 1981; (RN)
- Robinson, Lisa**, *Professor Psychiatric Nursing* (Graduate Program) B.S., American University, 1961; M.S., University of Maryland, 1965; Ph.D., 1970; (RN)
- Roblyer, Jody**, *Instructor* (Pediatric Nursing) B.S., State University of New York at Binghamton, 1977; M.S. University of Maryland, 1982; (RN)
- Rogers, Peggy P.**, *Assistant Professor, Center for Research* B.A., Park College, 1969; M.A., George Peabody College, 1974; Ph.D., 1976
- Ross, Linda J.**, *Assistant Professor of Primary Care Nursing* (Graduate Program) B.S.N., Catholic University, 1967; M.A., Teachers College, Columbia University, 1974; (RN)
- Russell, Sandee E.**, *Instructor of Nursing* (Medical-Surgical Nursing) B.S.N., Duke University, 1973; M.S., University of Maryland, 1981; (RN)
- Ruth, M. Virginia**, *Chairperson, Community Health, Maternal Child and Primary Care 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
- Sands, Rostta F.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S., University of Maryland, 1966; M.S., 1970; Ph.D., Union Colleges and Universities, Cincinnati, Ohio, 1980; (RN)

- Scott, Doris E.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S.N., Dillard University, 1963; M.S., Boston University, 1968; (RN)
- Scott, Jessie M.**, *Associate Professor, Career Development: Nursing Health Policy* (Graduate Program) B.S., University of Pennsylvania, 1943; M.A., Teacher College, Columbia University, 1949; (RN)
- Seff, Sandra**, *Assistant Professor* (Maternity Nursing), B.S. Johns Hopkins University, 1973; M.P.H., 1976; Dr.P.H., 1982; (RN)
- Shelley, Sonya I.**, *Professor, Center for Research* B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1973
- Shubkagel, Betty L.**, *Chairperson, Medical Surgical, Gerontological and Trauma/ Critical Care Nursing and Professor* (Graduate Program) B.S., University of Maryland, 1954; M.N., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN)
- Simmons, Valerie**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., University of Maryland, 1976; M.S., 1977; (RN)
- Smith, Claudia M.**, *Assistant Professor of Nursing* (Community Health Nursing) B.S., University of Maryland, 1965; M.P.H., University of North Carolina, 1971; (RN)
- Smith, Ruth S.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) A.B., Asbury College, 1960; M.N.Ed., University of Pittsburgh, 1964; (RN)
- Soeken, Karen**, *Assistant Professor, Center for Research* B.A., Valparaiso University, 1965; M.A., University of Maryland, 1970; Ph.D.
- Sphritz, Deborah R.**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S.N., University of Maryland, M.S., 1982; (RN)
- Spivack, Barbara J.**, *Director of Student Services* A.B., Michigan State University, 1965; M.A., 1969
- Stilwell, Edna**, *Assistant Professor of Gerontological Nursing* (Graduate Program) B.S.N., University of Maryland, 1962; M.S., 1972; Ph.D., University of Maryland, 1981; (RN)
- Strasser, Judith**, *Instructor of Community Health Nursing* (Graduate Program) B.S., Villanova University, 1970; M.S., University of Maryland, 1975; (RN)
- Strickland, Ora**, *Associate Professor Nursing* (Graduate Program) B.S., North Carolina Agricultural and Technical State University, 1970; M.S., Boston University, 1972; Ph.D., University of North Carolina at Greensboro, 1977; (RN)
- Thomas, Sue**, *Assistant Professor of Medical and Surgical Nursing* (Graduate Program) B.S., University of Maryland, 1969; M.S., 1972; Ph.D., 1979; (RN)
- Ulione, Margaret S.**, *Instructor of Nursing* (Family Health Nursing) B.S.N., Columbia University, 1975; M.S.N., University of Akron, 1981; (RN)
- Uphold, Constance R.**, *Instructor of Nursing* (Family Health Nursing) B.S.N., Penn State University, 1973; M.S., 1979; (RN)
- Urbaitis, Barbara**, *Assistant Professor of Physiology* B.A., Hunter College, 1960; M.A., 1965; Ph.D., Cornell University, 1968
- Venn, Mary R.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S., University of Virginia, 1964; M.N., Emory University, 1968; (RN)
- Vore, Anne L.**, *Instructor of Nursing* (Pediatric Nursing) B.S., Medical College of Virginia, 1967; M.S., Ohio State University, 1973; (RN)
- Walker, Marcus L.**, *Associate Professor of Medical and Surgical Nursing* (Graduate Program) B.S., Teachers College, Columbia University, 1957; M.S., 1959; M.P.H., Johns Hopkins University, 1972; Sc.D., 1976; (RN)
- Walleck, Constance**, *Instructor of Medical-Surgical Nursing* (Graduate Program) B.S., University of Maryland, 1980; M.S., 1982; (RN)
- Waltz, Carolyn F.**, *Coordinator for Evaluation and Professor of Nursing* (Graduate Program) B.S., University of Maryland, 1963; M.S., 1968; Ph.D., University of Delaware, 1975; (RN)
- Ward, Catherine E.**, *Assistant Professor of Psychiatric Nursing* (Graduate Program) B.S., Johns Hopkins University, 1954; M.S., Boston University, 1962; (RN)
- Wilson, Carol E.**, *Instructor of Primary Care Nursing*, (Graduate Program) B.S.N., University of Maryland, 1972; M.N., University of Florida, 1974; (RN)
- Wilson, Leslie S.**, *Instructor of Nursing* (Medical-Surgical Nursing) B.S.N., Humboldt State College, 1973; M.S., University of Massachusetts, 1977; (RN)
- Wimbush, Frances**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S.N., University of Maryland, 1976; M.S., 1979; (RN)
- Winkelstein, Marilyn**, *Instructor of Nursing* (Maternal and Child Nursing) B.S., University of Maryland, 1972; M.S., 1979; (RN)
- Winyall, Bette R.**, *Assistant Professor of Nursing* (Maternity Nursing) B.S., Johns Hopkins University, 1952; M.S., University of Maryland, 1976; (RN)
- Wolfe, Mary L.**, *Assistant Professor, Center for Research* A.B., Western Reserve University, 1949; M.A., Bryn Mawr College, 1967; Ph.D., University of Delaware, 1974

\*Part-time appointment

\*\*Joint appointment with another department

# University of Maryland School of Nursing

## 1982-1983 Academic Calendar

### Fall Semester 1982

August 26-27	Thursday-Friday	Registration
August 30	Monday	Orientation (Graduate)
August 31	Tuesday	Arena Registration (Graduate)
September 1	Wednesday	Orientation (Undergraduate)
September 1	Wednesday	Instruction Begins
September 6	Monday	HOLIDAY—Labor Day
September 17	Friday	Last Day, Jan. 1983 Diplomas
November 5	Friday	Program Forms for Jan. Graduates (Graduate)
November 1-12	Monday-Friday	Preregistration for Winter and Spring
November 25-26	Thursday-Friday	HOLIDAY—Thanksgiving
November 24	Wednesday	Last Day Certification—Thesis (Graduate)
December 3	Friday	Last Day Thesis Defense—Certification Non-Thesis (Graduate)
December 22	Wednesday	Grades Due (Graduate and Undergraduate)
December 23	Thursday	Semester Ends

### Winter Session 1983

January 3	Monday	Drop-Add Period for Winter (Undergraduate)
January 3	Monday	Arena Registration (Graduate)
January 3	Monday	Instruction Begins
January 14	Friday	HOLIDAY—King's Birthday
January 21	Friday	Winter Session Ends
January 24	Monday	Grades Due (Graduate and Undergraduate)

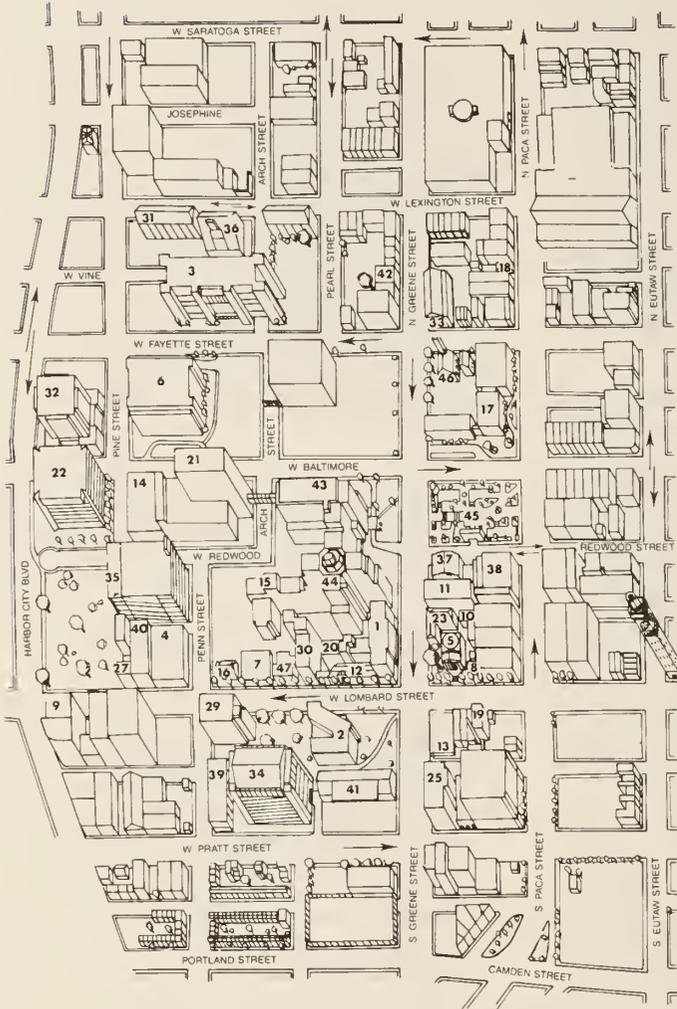
### Spring Semester 1983

January 20	Thursday	Orientation (Graduate)
January 21	Friday	Drop-Add Period for Spring (Undergraduate)
January 21	Friday	Arena Registration (Graduate)
January 24	Monday	Instruction Begins (Graduate and Undergrad)
February 11	Friday	Last Day, May 1983 Diplomas
March 18	Friday	Program Forms for May Graduation (Graduates)
March 14-20	Monday-Friday	Spring Break (For Students Only)
April 22	Friday	Last Day Certification—Thesis (Graduate)
April 4-15	Monday-Friday	Preregistration, Fall 1983
May 2	Monday	Last Day Thesis Defense—Certification Non-Thesis (Graduate)
May 6	Friday	Senior Grades Due (Graduate and Undergrad)
May 20	Friday	Semester Ends
May 19	Thursday	Convocation—9:00 A.M.
May 20	Friday	Commencement—3:00 P.M.
May 20	Friday	Grades Due (Undergraduate and Graduate)
May 30	Monday	HOLIDAY—Memorial Day

### Summer Session 1983

June 6 (Exact date unknown)	Monday	Registration (Summer Session)
June 27	Monday	Last Day, August 1983 Diplomas
July 15	Friday	Program Forms for Aug. Graduation (Grad)
July 29 (Exact date unknown)	Friday	Classes End—8 week Summer Session
August 5	Friday	Last Day, Certification—Thesis (Graduate)
August 12	Friday	Last Day, Thesis Defense, Certification (Non-Thesis)

# CAMPUS MAP



## UNIVERSITY & CAMPUS RELATED BUILDINGS

1. Allied Health Professions Building, 32 S. Greene St.
2. Baltimore Union, 621 W Lombard St.
3. (Walter P.) Carter Center, 630 W. Fayette St.
4. Community Pediatric Center, 700 W. Lombard St.
5. Davidge Hall, 522 W. Lombard St.
6. Dental School, Hayden Harris Hall, 666 W. Baltimore St.
7. Dunning Hall, 636 W. Lombard St.
8. East Hall, 520 W. Lombard St.
9. Fremont Building, 737 W. Lombard St.
10. Gray Laboratory, 520 W. Lombard St. (rear)
11. Greene Street Building, 29 S. Greene St.
12. Health Sciences Computer Center, 610 W. Lombard St.
13. Health Sciences Library, 111 S. Greene St.
14. Howard Hall, 660 W. Redwood St.
15. Institute of Psychiatry and Human Behavior, 645 W. Redwood St.
16. Kelly Memorial Building, 650 W. Lombard St.
17. Law School, Lane Hall, 500 W. Baltimore St.
18. Legal Services Clinic, 116 N. Paca St.
19. Lombard Building, 511 W. Lombard St.
20. Maryland Institute for Emergency Medical Services Systems, 22 S. Greene St.
21. Medical School, Frank C. Bressler Research Building, 655 W. Baltimore St.
22. Medical School Teaching Facility, 10 S. Pine St.
23. Medical Technology, 31 S. Greene St.
24. Mencken House, 1524 Hollins St., (off campus)
25. Methadone Program, 121 S. Greene St., (off campus)
26. National Pituitary Agency, 210 W. Fayette St., (off campus)
27. Newman Center, 712 W. Lombard St.
28. Nilsson House, 826 N. Eutaw St., (off campus)
29. Nursing School, 655 W. Lombard St.
30. Parsons Hall, 622 W. Lombard St.
31. Pascault Row, 651-655 W. Lexington St.
32. Pharmacy School, 10 N. Pine St.
33. Poe School, 520 W. Fayette St.
34. Pratt Street Garage and Athletic Facility, 646 W. Pratt St.
35. Redwood Hall, 721 W. Redwood St.
36. Ronald McDonald House, 635 W. Lexington St.
37. Social Work and Administration Building, 525 W. Redwood St.
38. Social Work and Community Planning, 525 W. Redwood St.
39. State Medical Examiner's Building, 111 Penn St.
40. Storage Building, 710 W. Lombard St.
41. Temporary Academic Building (Tempo South), 601 W. Lombard St.
42. Tuerk House, 106 N. Greene St.
43. University Blood Donor Center, 22 S. Greene St., 2nd flr. North Hospital
44. University of Maryland Hospital, 22 S. Greene St.
45. University Plaza and Garage, Redwood and Greene Sts.
46. Westminster Church, 515 W. Fayette St.
47. Whitehurst Hall, 624 W. Lombard St.

## ***For Additional Information***

### **University of Maryland School of Nursing**

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

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





