

School of Nursing
1993-95
Catalog



PHOTO COURTESY OF THE UNIVERSITY OF MISSISSIPPI SCHOOL OF NURSING



UNIVERSITY OF MARYLAND
AT BALTIMORE

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

410-706-7503 Admissions and Enrollment Management
or
800-328-8346 Toll Free

410-455-3450 RN to B.S.N. and RN to M.S. Program
or
800-462-6877 Toll Free

410-706-8329 Development and Alumni Relations
410-706-3767 Professional Development and Services
410-706-6253 Student Services

The University of Maryland at Baltimore is accredited by the Middle States Association of Colleges and Schools. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing. The school is accredited as a provider of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation. The school maintains membership in the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing. The baccalaureate program is approved by the Maryland Board of Nursing. The school is represented in the Council on Collegiate Education for Nursing of the southern Regional Education Board by the dean and associate deans for undergraduate studies and graduate studies.

The University of Maryland at Baltimore is an equal opportunity institution with respect to both education and employment. The university's policies, programs and activities are in conformance with pertinent federal and state laws and regulations on nondiscrimination regarding race, color, religion, age, national origin, sex and handicap.

The school has the objective of securing a broad racial, sexual and ethnic balance in its enrollment. To achieve this objective it gives every consideration to minority student applications.

Contents

THE SCHOOL AND ITS ENVIRONMENT	2	Admission Information for Basic Baccalaureate Students in the Second-Degree Option	36	
School of Nursing	2	Upper-Division Curriculum for Basic Baccalaureate Students in the Second-Degree Option	37	
University of Maryland at Baltimore	5	Admission Information for RN to B.S.N. Applicants	37	
Baltimore	6	Advanced Placement Options	38	
PROFESSIONAL DEVELOPMENT AND SERVICES	7	Upper-Division Curriculum for RN to B.S.N. Students	39	
Continuing Education Programs	7	Admission Information for RN to M.S. Applicants	40	
International Program	7	Curriculum for RN to M.S. Students	41	
Business and Industry Program	8	Outreach	42	
STUDENT SERVICES	9	General School Policies Related to Curriculum	42	
Office of Student Services	9	Clinical Practice Areas	43	
Student Organizations	9	Employment Opportunities	44	A TRADITION
Graduate Student Organizations	9	Undergraduate Courses	44	OF PROGRESS
Student Health Services	9	GRADUATE PROGRAMS	49	AND PROMISE
Counseling Center	9	Overview	49	
Parking and Transportation	10	Graduate Admission	52	
Living in Baltimore	10	Master of Science Curriculum	55	
Athletic Center	10	M.S./M.B.A. Joint Degree Program	57	
ACADEMIC INFORMATION	11	RN to M.S. Program	58	
Registration	11	Doctor of Philosophy Curriculum	58	
Records	12	Ph.D./M.B.A. Joint Degree Program	62	
Undergraduate Academic Regulations	12	Resources	63	
Graduate Academic Regulations	17	Employment Opportunities	64	
Scholastic Honors for Graduates	20	Graduate Courses	64	
FINANCIAL INFORMATION	22	ADMINISTRATION AND FACULTY	82	
Undergraduate Fees and Expenses, 1993-94	22	University of Maryland System	82	
Graduate Fees and Expenses, 1993-94	22	University of Maryland at Baltimore	82	
Financial Aid	23	University of Maryland Baltimore County	82	
UNDERGRADUATE PROGRAM	28	School of Nursing	82	
Overview	28	POLICY STATEMENTS	89	
Lower-Division Requirements	29	MAPS	93	
Admission to the Upper Division	33			
Admission Information for Basic Baccalaureate Applicants in the Traditional Option	34			
Upper-Division Curriculum for Basic Baccalaureate Students in the Traditional Option	35			

The School and Its Environment

IN 1993, THE U.S. NEWS &
WORLD REPORT SURVEY
OF GRADUATE AND
PROFESSIONAL SCHOOLS
RANKED THE
UNIVERSITY OF
MARYLAND SCHOOL OF
NURSING SEVENTH
AMONG ALL SCHOOLS
OF NURSING IN THE
NATION.

SCHOOL OF NURSING

Mission

Since its inception more than 100 years ago, the University of Maryland School of Nursing has been instrumental in strengthening nursing education and shaping the profession itself. Today, the school's mission is to provide leadership for the profession of nursing through undergraduate, graduate and continuing education programs, research and service of the highest quality.

The School of Nursing seeks to carry out its mission in education, research and service by building upon the outstanding capability and diversity of its faculty, staff, students and graduates. In education, our goal is to continue preparing competent professionals to assume positions of leadership in nursing at all levels and in unique areas of specialization. We remain committed to developing educational programs of excellence, providing students access to sophisticated technologies and promoting critical thinking and caring that reflect the increasing responsibilities and expanding role of nurses in clinical practice and health care management. Our intent is also to provide an array of needed nursing and health care services to the community and the region through innovative practice arrangements, partnerships and centers of care.

Finally, we promote nursing scholarship of exceptional merit while supporting and conducting research critical to advances in nursing and health care delivery. In collaboration with other professional disciplines, we strive to contribute new ideas and knowledge that inform practice and influence the future of nursing and health policy in Maryland and the nation.



Philosophy

Nursing is a dynamic and evolving clinical practice discipline that is concerned with the promotion of health and with human responses to actual and potential health problems. Nursing goals include promotion and protection of health, prevention of illness, care of the suffering and ill and support for a peaceful death or loss.

Nursing occurs within the context of a caring relationship, the purpose of which is to assist individuals, families, groups, communities and populations in a variety of settings to achieve optimal health and to make informed choices for their own well-being.

Nursing has a distinct body of knowledge that can and must be extended, verified and revised using the methods of scholarly inquiry. It involves the selection, integration and expansion of knowledge from nursing and other disciplines, including the social sciences, biological sciences and humanities. This knowledge is applied to the understanding of health and illness and to the analysis and improvement of nursing practice.

Nursing is a research-based practice that uses empirical, ethical, personal and aesthetic perspectives in the application of the nursing process. Essential for the practice of nursing are knowledge, critical and analytical thinking, communication, interpersonal competence, leadership, management, teaching, psychomotor skills and the use of current research, technology and information systems.

At all levels, the practice of professional nursing is based on a distinct body of knowledge and includes multiple responsibilities. These responsibilities include, but are not limited to, providing direct care, providing information for persons to make informed health care choices, facilitating persons to act on their own behalf, managing care and applying research to practice. Advanced nursing practice has theoretically and conceptually based diagnostic reasoning and decision-making strategies as the foundation for solving complex health care problems through a multiplicity of responsibilities. Advanced nursing practice is defined as specialty practice based on principles derived from relevant theory and research findings, and includes two interrelated spheres of activity: direct service to persons and indirect action carried out for the enhancement of direct nursing knowledge and health care systems.

Persons are holistic beings who have interactive dimensions. These dimensions are physical, psychological, spiritual, social and cultural. The individual person has intrinsic worth and is entitled to respect. Persons have the right to seek and achieve optimal health, the right to make informed choices and the responsibility for their own health care decisions. Persons are capable of reflecting upon their experiences. Their perceptions of these experiences along with their values and principles guide their health care decisions as well as their interactions with others. Throughout their lifetime, persons grow and develop individually and within families, groups, communities and populations.

Health is multidimensional and a balanced expression of physical, psychological, developmental, spiritual and social well-being. The expression of a person's health and/or illness is a reflection of the interaction of the person and the environment, and is expressed in human responses. Health is dynamic and uniquely defined and redefined by persons as they progress through their lifetime.

The environment is the context within which persons, families, groups, communities and populations live and within which nurses practice. The context can be viewed from a variety of dimensions including physical, social, ethical, cultural, legal, spiritual, historical, economic, political and organizational. These dimensions are discrete and interactive and may change over time. Persons are in continuous and mutual interchange within their contextual dimensions. They bring experiences that can be valuable to developing a dynamic and quality environment. The dynamic interaction between persons and the environment affects their health and the achievement of well-being.

Learning is an active and lifelong process, facilitated through a reciprocal interaction between faculty and students. It occurs best within a caring and supportive environment where students are ultimately responsible for their learning. Differences among people necessitate various educational approaches.

Nursing education respects and builds upon the prior education and practice experiences of the learner. Nursing education at the baccalaureate level prepares professional nurses who are generalists and value lifelong learning. Nursing education

facilitates the development of students' empirical, ethical, aesthetic and personal perspectives for the purpose of making practice decisions and accepting responsibility for those decisions. Baccalaureate education prepares nurses to participate in research, apply research findings to practice and contribute to the development of the profession. Baccalaureate nursing programs are the foundation for graduate study in nursing. Graduate education is characterized by a focus on specialization, a commitment to research and involvement in the development and refinement of nursing knowledge.

Profile

The University of Maryland School of Nursing, one of the highest ranked in the country, is the largest and oldest school of nursing in Maryland. Offering a full range of credit (baccalaureate, master's and doctoral degrees), noncredit and continuing education programs in a variety of locations, the school educates more than 1,300 students each year and has over 11,000 alumni.

Many of the School of Nursing's faculty, administrators and alumni are internationally renowned for their research and scholarship and hold elected offices in national nursing and health care organizations. The school has the largest complement of doctorally prepared faculty in the nation and is one of only a few nursing schools in the country to have consistently qualified for Biomedical Research Support Grants from the National Institutes of Health.

In 1993, the *U.S. News & World Report* survey of graduate and professional schools ranked the University of Maryland School of Nursing seventh among all schools of nursing in the nation. A 1990 survey of nursing school deans and researchers ranked the school eighth among the nation's 467 accredited schools and sixth among public university schools of nursing.

Since its inception in 1889, the School of Nursing has established nationally recognized innovative programs and high standards for education, research and service. The school offers the state's only publicly supported doctoral program in nursing, having 61 graduates and an enrollment of 93 as of spring 1993. In the last decade, the School of Nursing educated more than 1,200 master's degree graduates in 22 different specialty areas, including both traditional and nontraditional clinical specialties, such as primary care



nurse practitioner, trauma/critical care, gerontology, oncology, high risk neonate, maternal/child health and psychiatric/mental health, including addictions; as well as programs in education, administration, informatics and health policy; and joint M.S./M.B.A. and M.B.A./Ph.D. programs with the University of Baltimore. The school has long been recognized as a leader in the preparation of nurse practitioners for primary care nursing and its programs in primary care have produced leaders in key positions throughout the nation.

The University of Maryland School of Nursing was established as the Maryland Training School in 1889 under the direction of Louisa Parsons, a student of Florence Nightingale. In 1920 the school became part of the University of Maryland and by 1952, had established a four-year curriculum leading to a Bachelor of Science in Nursing. The school awarded its first Master of Science degree in nursing in 1954 and the first nursing Ph.D. degree in 1984.

Today the school encompasses four academic departments: Psychiatric/Community Health; Acute/Long-Term Care; Maternal/Child Health; and Education, Administration and Health Policy.

The school's outreach programs provide access for RN to B.S.N. and master's degree education for residents in Allegany, Cecil, Charles, Montgomery, Talbot and Washington counties. The school is also the state's major provider of professional development for practicing nurses, offering continuing education programs throughout the state.

The School of Nursing's recent contributions to the field include programs in nursing health policy and nursing informatics—both of which are the first of their kind and remain among a selected few in the nation. In 1992 an accelerated option was introduced in the undergraduate curriculum that enables students with college degrees in areas other than nursing to pursue a new career in nursing. This program integrates course work with intensive clinical training over a 15-month period.

The School of Nursing currently operates its own nurse-managed clinic at Paul's Place, a soup kitchen and shelter for the homeless in southwest Baltimore. A second clinic opened in fall 1993.

The school is committed to providing first-quality programs in nursing education, research and service that anticipate and respond to the continuing evolution in Maryland's and the nation's health care industry.



Nurses Alumni Association

Organized in 1895, the Nurses Alumni Association provided early leadership in the organization of the Maryland Nurses Association and in passage of the Nurses Licensing Act of 1903. Over the years alumni not only have demonstrated their strong support of the school but have also risen to positions where they can influence and facilitate change in the state and nation's health care system.

The historic pin, designed by Tiffanys for the class of 1894, bore the inscription Nurses Alumni Association until 1970 when, by action of the association, the lettering for future graduates was changed to School of Nursing, University of Maryland. The Nightingale cap, bestowed by the school's founder, Louisa Parsons, remains the property of the Nurses Alumni Association and all baccalaureate graduates of the School of Nursing are eligible to purchase both the pin and the cap.

An Innovative Learning Environment

The Media Center includes numerous facilities and services for student and faculty use. Experienced media personnel are available to assist students with media productions and to consult with faculty on classroom applications of media and on grant proposals, research and outside presentations.

A television studio and sound studio for in-house production of audiovisual programs provides students with the opportunity to record role plays and other classroom interactions.

An interactive video laboratory allows students to learn at their own pace through state-of-the-art technology. By utilizing interactive video applications, computerized clinical simulations and computer-assisted decision-making models, students practice clinical skills and critical decision making

on a computer screen. A small School of Nursing "living history" museum is housed in this laboratory.

Media center staff produce computer-generated materials including 35mm slides, transparencies, signs, ads and brochures using Harvard Graphics, Arts and Letters, Corel Draw and Aldus Page-Maker.

Audiovisual equipment is available for in-classroom use. Equipment includes a VHS system, overhead projectors, slide projectors, screens, U-Matic VCR systems, 16mm film projectors and filmstrip projectors.

Clinical Simulation Laboratories: Students have the opportunity to practice nursing skills and procedures learned in class or in the interactive video laboratory using equipment and mannequins designed to replicate actual patient care situations. Laboratory instructors are available to assist in independent study.

Computer Resources: The UMAB campus offers numerous computer facilities for student use. The School of Nursing computer laboratory is equipped with IBM-compatible computers. Software packages include WordPerfect, Paradox 4, Ethnograph, Pro-Cite, Lotus 1-2-3, Ecstatic, Nurs-estar and other CAI nursing programs. A proctor is available to help students who are unfamiliar with equipment and software.

Other IBM-compatible computers are available for student use in various academic departments. The School of Nursing employs a network administrator and a support specialist to help students and faculty with computing problems and special needs.

The UMAB campus purchased compressed video equipment that allows live transmission of two-way voice and video to distant sites. This equipment is located in the School of Nursing Building and is available for use by all schools on the campus. The first link in this system allows transmission to Frostburg State University. Other sites will be added in the near future. RN to B.S.N. faculty participated in a pilot run of the technology in February, 1992. Two RN to B.S.N. classes were transmitted from UMAB to Memorial Hospital in Cumberland for students who were enrolled in the RN to B.S.N. Program at the Western Maryland outreach site in Cumberland. The equipment became fully operational in fall 1992, when two courses were offered via compressed video to students in the Western Maryland outreach site. Transmission of graduate course work to the Eastern Shore began in fall 1993.

Office of Research Methodology, Grants and Contracts

The purposes of the office are: 1) to promote research development in the School of Nursing; 2) to conduct methodologically oriented research; 3) to coordinate the school's undergraduate, master's and doctoral research courses; 4) to facilitate the submission of extramural research grants through consultation and a one-stop routing process; and 5) to foster an atmosphere conducive to the collegial conduct of nursing research.

In conjunction with the doctoral program, the Office of Research Methodology, Grants and Contracts maintains a research reading room with a collection of over 700 books primarily devoted to research methodology, statistics and psychometrics. In addition, three separate resource files are maintained, including: 1) a collection of over 600 measurement instruments relevant to nursing research; 2) a collection of over 1,000 research methodology articles relevant to the conduct of nursing research; and 3) a collection of over 1,000 metaanalyses conducted in the health and behavioral sciences.

The office is dedicated to using these considerable resources to facilitate both student learning of the research process and the conduct of their individual research projects. Thus, in addition to coordinating research courses at the undergraduate, master's and doctoral levels to ensure their continued high quality, individual research consultation is available for all students who desire it. The director also facilitates students' obtaining extramural funds for their thesis research via methodological/statistical consultation, locating funding sources and by routing all resulting proposals through the university system.

UNIVERSITY OF MARYLAND AT BALTIMORE

The University of Maryland at Baltimore is the founding campus of Maryland's public university system and a thriving center for life sciences research and community service. Seven graduate and professional schools educate research scientists and many of the region's health care, law and social work practitioners.

With \$100 million in sponsored program support, UMAB is one of the fastest growing biomedical research centers in the country. The





university is ideally configured to tackle complex health care, public policy and societal issues. Its urban location and unique combination of strengths create opportunities to address regional problems in a comprehensive way. The solutions can have global implications. AIDS, aging, schizophrenia, hypertension, lead poisoning, cancer, child abuse and homelessness all are subjects of multidisciplinary research, scholarship and community action.

New partnerships among university components and with the University of Maryland Medical Center and new Veterans Affairs Medical Center are strengthening interdisciplinary endeavors in both research and teaching. UMAB's location, within the Baltimore-Washington-Annapolis triangle, maximizes opportunities for collaboration with government agencies, health care institutions and life sciences industries.

Health Sciences Library

The Health Sciences Library is the first library established by a medical school in the United States, and a recognized leader in state-of-the-art information technology. It is the regional medical library for 10 southeastern states, the District of Columbia, Puerto Rico and the Virgin Islands as part of the National Library of Medicine's biomedical information network.

Serving all schools on campus and UMMS, the library contains more than 300,000 volumes, including 2,900 current journal titles, and is ranked in size among the top 25 health sciences libraries in the country.

The library's online catalog allows users to look for materials by title, author, subject, keyword, call number, series, meeting and organization name. In addition to giving information on library holdings, the system can determine whether the material has been checked out. The online catalog can be accessed from any computer terminal on the UMAB campus that is linked to the campus network, or from any dial access terminal.

The library supports several computerized search services: MaryMed Plus, HSL Current Contents, CD-ROM LAN, Micromedex CCIS, and a Mediated Searching Service. Information specialists provide assistance in using library services. Training seminars are held throughout the year.

Computer Resources

Microcomputer support for faculty, staff and students, as well as mainframe research and instructional computing on the IBM 4381, are provided through Health Informatics and Computer User Services, both units of Information Services at the University of Maryland at Baltimore. Computers in several Technology Assisted Learning (TAL) Centers are available for use by the campus community and for training in applications packages.

Programming languages such as FORTRAN, and C, as well as statistical analysis packages like SAS, SPSS-X and BMDP are available for the mainframe computer. Free worldwide electronic mail accounts, via the Professional Office System (PROFS), enable faculty, staff and students to exchange notes, files and documents with others both at UMAB and internationally via Bitnet and Internet.

Instructional courses and training classes are available in Wordperfect, Lotus, d-Base and graphics, among others. Students, faculty and researchers are able to use Information Services, resources at every step of their work, from collection of information through preparation for final presentation, including desktop publishing, color printing and plotting, overheads and color slides.

The IBM 4381 system is accessible from the user area, computers attached to the campus network and by dial-up modem from either office or home. Staff consultants can help with first aid, program debugging and applications support.

BALTIMORE

In addition to professional opportunities, the city of Baltimore offers a stimulating environment in which to live and study. Several blocks from the campus is the nationally acclaimed Inner Harbor area, where Harborplace, the National Aquarium, the Maryland Science Center and other facilities share an attractive waterfront with sailboats, hotels, restaurants and renovated townhouses. The new Baltimore Metro and Light Rail system connect the downtown area to the outskirts of the city.

Baltimore boasts lively entertainment, world class museums, fine music and professional theater. For sports fans, Baltimore features Orioles baseball (the new stadium is two blocks from campus) and league-winning lacrosse. The nearby Chesapeake Bay offers unparalleled water sports and the seafood for which the region is famous.

Professional Development and Services

The Office of Professional Development and Services is organized into three units: Continuing Education Programs, International Programs and the Business and Industry Program. The office is central to the functioning of the School of Nursing in that the units establish and maintain clinical agency linkages by co-sponsoring activities and contracts; supporting the expansion of Maryland's biotechnical and medical care innovations to international markets; and reinforcing the reputation of the school by showcasing faculty, alumni and student expertise.

Faculty have academic assignments as well as program assignments in the Office of Professional Development and Services. There are work-study opportunities for undergraduates and employment for high school students during the summers as part of the Commonwealth Program. In addition, graduate students may elect to take course work in the theory, research and practice related to the activities of the office.

CONTINUING EDUCATION PROGRAMS

Continuing education programs at the University of Maryland School of Nursing are designed to facilitate the lifelong learning of individual nurses. The programs provide nurses and other health care professionals opportunities to learn current information about health care, nursing practice, nursing education, health policy and nursing research. International, national, regional and local programs are offered.

The conferences, symposia and workshops build upon the basic preparation of registered nurses to enhance or update their knowledge and professional competencies. Opportunities are provided for participants to interact with colleagues in nursing and with experts in related health care fields.

The continuing education faculty and staff are proud of the educational programs taught by faculty from the School of Nursing, leading health care professionals and national nursing leaders. Some programs are planned and co-sponsored with nursing or other health-related organizations, institutions, agencies and professional groups. Continuing education program faculty also offer consultation to health care agencies and institutions within the state.



A major activity of the department focuses upon faculty development. Topics covered in recent months included teaching strategies, incorporation of critical thinking in the curriculum, distance learning as well as the impact of environment and occupation on patients' health status and care, advanced practice in trauma/critical care and controversies in cancer.

Contact hours are awarded to participants completing offerings sponsored or co-sponsored by the School of Nursing. The University of Maryland School of Nursing is accredited as a provider of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation.

Several educational programs are offered annually. These include: The Nursing Informatics Conference, the National Nurse Practitioner Symposium and the School Nurse Institute. Numerous interdisciplinary and co-sponsored programs are provided such as the University of Maryland and Johns Hopkins Schools of Nursing Research Methodology Conference, the AIDS Symposium and the Maryland Child Abuse Conference.

INTERNATIONAL PROGRAM

The diversity of the population in the Baltimore-Washington metropolitan area and the commitment of the state of Maryland to cultural exchanges through the Sister-State, Counties and Cities Program has provided many opportunities for international activities within the School of Nursing. The expertise and experience of the faculty also contributed to the dean's decision to establish the

THE UNIVERSITY OF MARYLAND SCHOOL OF NURSING IS THE STATE'S MAJOR PROVIDER OF PROFESSIONAL DEVELOPMENT PROGRAMS FOR PRACTICING NURSES, OFFERING CONTINUING EDUCATION PROGRAMS THROUGHOUT MARYLAND.



International Program within the Office of Professional Development and Services. The program coordinates the school's international efforts.

The International Program serves as a resource to faculty who are teaching students to work in a health care system that has providers and patients of ethnic, racial and national diversity. Program faculty identify student and faculty opportunities for travel abroad; for example, a summer elective was organized for students and faculty in a community health and acute care setting in St. Thomas, Virgin Islands. International Program faculty also cooperate with faculty and students to facilitate the progress of international students through the school's academic programs.

The School of Nursing also provides opportunities for international nurses to study here through nurse scholar exchanges and the Nurse Residency Program. The school has taken a leadership role in the advancement of nursing education abroad through consultation and joint development of research projects and training grants.

Within the last two years, the International Program has welcomed visitors from the People's Republic of China, Japan, Poland, Thailand and the Republic of South Korea. The school has participated in a HOPE Project through which six deans of Egyptian schools of nursing spent a week studying the role of nursing. Other visitors have included a nursing dean from Ghana and a royal military officer in nursing education from Thailand. Several faculty have participated in international conferences, consultations and workshops in Australia, Bulgaria, Botswana, China and Switzerland.

BUSINESS AND INDUSTRY PROGRAM

The Business and Industry Program is relatively new and was initiated to develop partnerships with groups outside the traditional university setting. Its purposes are to promote the health of the nation's work force and the public, to develop programs, services and innovations in patient care, to provide educational opportunities for professionals and the lay public, and to disseminate health care technology and information. These purposes are carried out by the unit in collaboration with the faculty from the School of Nursing and the University of Maryland System. Out of this unit come those research endeavors that specifically relate to needs surveys, market analyses and strategies, feasibility studies and effectiveness of the efforts of interdisciplinary inquiries.

Contracts with the Business and Industry Program are developed on the basis of individual company needs, which may include health promotion, health protection and preventive services. These are in keeping with the platform for action proposed in *Healthy People 2000 Report* (USDHHS, 1991).

Continued learning is viewed as the keystone to productivity and performance; the ultimate result of all Business and Industry Program activity is cost containment and higher productivity for all involved in the process.

A partial list of contracts includes the development of a video on perimenopause, a contract with a publishing company for on-going self-study modules, several workshops for dissemination of information about new patient care technology and a military contract for on-site staff development. Such activities provide support for innovations in health care, educational programs and demonstration projects. In addition, they enhance and expand the linkages among the School of Nursing, the university and the corporate world.

Student Services

OFFICE OF STUDENT SERVICES

The Office of Student Services is responsible for providing activities and services that assist students with personal and academic adjustment to the School of Nursing. Among the activities coordinated by the office are student orientation, family orientation, a peer tutorial program, career development programs, a job placement file, a financial aid data base, writing, test taking and study skills assistance. Further, the office provides guidance and supervision for student activities sponsored by the student organizations in the School of Nursing.

STUDENT ORGANIZATIONS

Several student organizations are active in the School of Nursing. Undergraduate organizations include: Student Government Association, Black Student Nurse Association, Junior Class, Senior Class, Nursing Council of Majors and a chapter of the Maryland Student Nurse Association. Graduate students are represented by the Graduates in Nursing Association, which is affiliated with the campus Graduate Student Association.

GRADUATE STUDENT ORGANIZATIONS

Graduates in Nursing (GIN) is an organization of all graduate students in the School of Nursing. The purposes of the organization are to foster unity among graduate students; to aid in the pursuit of individual, institutional and professional goals; and to enhance communication among students, faculty and the community. Student representatives function in a liaison capacity by serving on various school and university committees. GIN serves the graduate student body through orientation programs, educational and social functions.

As a focal point for graduate student awareness, the UMAB Graduate Student Association (GSA) is comprised of one representative from each department on campus that offers a graduate degree. Its main purpose is to promote a better graduate student life by providing efficient orientation of new students, communicating research interests across departmental lines and providing a channel for the communication of graduate student concerns to the vice president for research

and dean of the Graduate School. 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.

STUDENT HEALTH SERVICES

Student and Employee Health provides comprehensive care to University of Maryland at Baltimore students. The office, staffed by family physicians and nurse practitioners, is open from 8 a.m. until 7 p.m., Monday through Thursday, and from 8 a.m. until 4:30 p.m. on Friday. With the exception of emergencies, patients are seen by appointment only.

Gynecological services, including health maintenance (Pap smears, etc.), family planning and routine problems, are provided by the family physicians or nurse practitioners.

All full-time students are required to have health insurance. An excellent insurance policy is available and can be purchased through the campus Office of Student Accounting. The cost of most care provided at Student and Employee Health is paid for through the student health fee.

Hepatitis B is an occupational illness for health care providers. Immunization against hepatitis B is required for medical, dental, dental hygiene, nursing, medical technology and Pharm.D. students. The series of three immunizations is provided through Student and Employee Health.

COUNSELING CENTER

The Counseling Center provides professional individual and group counseling to UMAB students. Some of the problems that students seek help with include: stress, relationships, drugs or alcohol, eating disorders, loss of a loved one and stressful changes in school or home life.

Students are always seen by a professional—social worker, psychologist, psychiatrist or addictions counselor. Costs associated with seeing a therapist usually are covered by health insurance; however, no one is ever denied services based on ability to pay. Students are seen by appointment and students' class schedules can be accommodated in scheduling appointments. All Counseling Center services are completely confidential.

THE UNIVERSITY OF
MARYLAND SCHOOL
OF NURSING EDUCATES
MORE THAN 1,300
STUDENTS EACH YEAR
AND HAS OVER 11,000
ALUMNI.

PARKING AND TRANSPORTATION

On campus parking is available to students. Commuters may park in the Lexington Garage and Koesters Lot (Lexington and Pine Streets) between 6 a.m. and 11 p.m. The garage and lot operate on a first-come, first-served basis. Commuting students must obtain a parking permit from the Parking and Commuter Services Office, then pay the established daily rate when parking on campus.

Students who live in on-campus housing pay for parking by the semester or year and are guaranteed 24-hour parking in a garage adjacent to their residence facility. For more information about parking on campus, write Parking and Commuter Services, University of Maryland at Baltimore, 622 West Fayette Street, Baltimore, Maryland 21201 or call (410) 706-6603.

Public transportation makes the campus accessible by bus, subway and light rail. More than a dozen MTA bus routes stop in the campus area. The Baltimore Metro runs from Charles Center to Owings Mills. Stops closest to campus are at Lexington Market and Charles Center. A new Light Rail line connects northern Baltimore County with Oriole Park at Camden Yards and Dorsey Road in Glen Burnie. The UniversityCenter stop is at Baltimore and Howard Streets.



LIVING IN BALTIMORE

Baltimore's a fun, friendly city with many affordable and convenient housing options. The brochure *Living In Baltimore* describes on- and off-campus options for UMAB students; it is available through most UMAB admissions offices or by calling the Housing and Residence Life Office at (410) 706-7766.

On-campus living options include furnished university-owned apartments and dormitory style accommodations plus unfurnished apartments in a half-dozen privately owned loft district buildings on campus. The Baltimore Student Union and Pascault Row Apartments are the two university owned on-campus housing complexes.

Many students choose to live in neighborhoods surrounding the UMAB campus. A wide range of rooms, apartments and home rentals are available throughout the metropolitan area. The Student Life Office, located in the Baltimore Student Union, keeps a listing of available rooms and apartments.

ATHLETIC CENTER

The UMAB Athletic Center, on the tenth floor of the Pratt Street Garage, is equipped with a squash court; two handball/racquetball courts; two basketball courts which are also used for volleyball; and a weight room with two 15-station universal gyms, stationary bikes, stair and rowing machines. Men's and women's locker rooms each have a sauna and showers.

Men's basketball, co-ed intramural basketball and volleyball teams compete throughout the fall and spring semesters. Squash and racquetball tournaments also are held in the facility.

Academic Information

REGISTRATION

Registration is conducted by the UMAB Office of Records and Registration and the UMBC Registrar's Office. Students receive instructions concerning dates and registration procedures. Except for outreach students, registration at the School of Nursing must generally be done in person. After classes begin, students who wish to terminate their registration must follow withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students who fail to register at UMAB during official registration periods must use late registration dates published by the Office of Records and Registration and pay a late fee (currently \$35). Students who fail to register at UMBC during official registration periods must contact a representative from the Office of Admissions and Enrollment Management at UMBC to register and pay UMBC's late registration fee (currently \$20). Students must obtain appropriate approvals to register late. Registration is completed with the payment of the required fees. Privileges of the university are available only after registration has been completed. Faculty academic advisors guide students in their plans of study and must approve their registrations each semester.

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

Graduate Student Registration

Each matriculated graduate student in the School of Nursing must obtain official approval from an advisor for all courses in which enrollment is sought outside the School of Nursing. Credit is granted only if such courses have had prior approval and are successfully completed. Students must file a list of these courses with the registrar on a registration card signed by the advisor. Registration at one University of Maryland System institution permits a student to register for courses offered by another institution within the Univer-

sity of Maryland System, provided space is available.

Graduate students are not permitted to enroll for courses on a Pass/Fail basis. Students admitted to the Graduate School pay graduate tuition and fees whether or not the credit will be used to satisfy program requirements.

Graduate credit will not be given unless the student has been admitted to the Graduate School. The admission of a new student is validated when the student registers for and completes at least one course during the semester for which entrance was authorized.

Graduate students are expected to participate in a program of graduate study every semester after entry into an M.S. or Ph.D. program unless a student has received a leave of absence from the vice president for research and dean of the Graduate School. To maintain full-time status, graduate students must register for 48 units each semester (full-time graduate assistants, 24 units). To maintain part-time status, graduate students must register for at least one credit each semester. Any graduate student making any demand upon the academic or support services of the university—whether taking regular lecture, seminar or independent study courses; using university libraries, laboratories, computer facilities, office space; consulting with faculty advisors; or taking comprehensive or final oral examinations—must register for the number of graduate credits that, in the judgment of the faculty and advisor, accurately reflect the student's involvement in graduate study and use of university resources.

Exceptions to this policy may be granted by the vice president for research and dean of the Graduate School upon written request of the program director. Failure to register for one credit will result in the student being dropped from the rolls of the Graduate School unless approval for a leave of absence has been received.

Graduate Unit System

In order to accurately reflect the involvement of graduate students in their programs of study and research, and the use of university resources in those programs, the graduate councils use the graduate unit system in making calculations to determine full- or part-time graduate student status in the administration of minimum registration

THE UNIVERSITY OF MARYLAND SCHOOL OF NURSING HAS THE LARGEST COMPLEMENT OF DOCTORALLY PREPARED FACULTY IN THE NATION AND IS ONE OF ONLY A FEW NURSING SCHOOLS IN THE COUNTRY TO HAVE CONSISTENTLY QUALIFIED FOR BIOMEDICAL RESEARCH SUPPORT GRANTS FROM THE NATIONAL INSTITUTES OF HEALTH.

requirements described below, and in responding to student requests for certification of full-time status. The number of graduate units per semester credit hour is calculated in the following manner:

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

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

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

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

Master's thesis research (799) carries 12 units/credit hour. Doctoral dissertation research (899) carries 18 units/credit hour.

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

Determination of In-State Status

The 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.

A UMAB student may request a reevaluation of this status by filing a petition in room 326 of the Baltimore Student Union. Copies of the university's policy are available in each dean's office. A UMBC student may request a reevaluation by filing a petition with the Registrar's Office in the Academic Services Building at UMBC.

Students classified as in-state for admission, tuition and charge differential purposes are responsible for notifying the Office of Records and Registration, in writing, within 15 days of any change in their circumstances that might in any way affect their classification. UMBC students should notify the Registrar's Office.

RECORDS

Confidentiality and Disclosure of Student Records

It is the policy of the University of Maryland at Baltimore to adhere to the Family Educational Rights and Privacy Act (Buckley Amendment). As such, it is the policy of the university (1) to permit students to inspect their education records, (2) to limit disclosure to others of personally identifiable information from education records without students' prior written consent and (3) to provide students the opportunity to seek correction of their education records where appropriate. Each school shall develop policies to ensure that this policy is implemented.

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 no charge for transcripts. Transcripts may be obtained by writing:

Office of Records and Registration
University of Maryland at Baltimore
621 West Lombard Street
Baltimore, Maryland 21201

or
Registrar's Office
University of Maryland Baltimore County
Baltimore, Maryland 21228

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 Enrollment Management.

UNDERGRADUATE ACADEMIC REGULATIONS

Degree Requirements for the Baccalaureate Program

It is the responsibility of the faculty to establish and publish degree requirements. It is the student's

responsibility to know and successfully meet these requirements. Requirements are set forth in this catalog and updated in the *Undergraduate Student Handbook* given to enrolled students at the beginning of the academic year. Current requirements are as follows:

1. Certain lower-division course work is required for admission to the junior or senior year of the undergraduate program in nursing. Official transcripts of this course work must be submitted to the director of records and registration by the published deadline date.
2. A minimum of 122 credits in certain course work is required. The lower-division courses required for admission to the junior or senior year and the required courses of the upper-division major in nursing completed at the University of Maryland School of Nursing comprise the required credits. At least the senior year must be completed at the University of Maryland. This does not prohibit outreach students from completing their courses at outreach sites. (All required courses for the upper-division major must be completed within five years of matriculation.)
3. An upper-division major in nursing is required; courses appear elsewhere in the catalog.
4. A minimum grade point average of 2.0 is expected each semester of the junior and senior years, as well as a cumulative grade point average of 2.0 for graduation.
5. A grade of C or better is required in both the didactic and clinical portions of the following courses: NURS 304, 305, 306, 330, 402, 403, and 420, 354 and 355 (except for NURS 326 and NURS 348, which are graded Pass/Fail and require a Pass grade). Also, a C or better is required in NURS 311, 312, 331 and 333 and failure to obtain this grade prohibits students from moving to the next level clinical course. In courses that are prerequisite for other courses, such as NURS 311, 312, 333, 305, 306, 330, a grade of C or better must be earned before registering for the next level course. If a D or F is earned in these courses, the course must be repeated, with permission of the director of admissions and enrollment management, and a C grade or higher must be earned the next time it is offered.

6. A grade of D or better is required in the following courses: NURS 301, 302, 303, 401, 404, 410 and 418. If an F is earned in any of these courses, the course must be repeated and a D grade or higher must be earned the next time it is offered.
7. A diploma application must be filed with the director of records and registration, University of Maryland at Baltimore (or UMBC's registrar for RN to B.S.N. students), before the stated deadline in order to receive the degree.

Grading System

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

Grade	Quality	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal Passing (but not acceptable in certain courses)	1
F	Failure	—
I	Incomplete	—
P	Passing at C level or above	—
WD	Withdrew from all courses and the univer- sity (UMAB only)	—
AU	Audit	—
NM	No grade submitted by faculty	—
W	Withdrew from a course (UMBC only)	—

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 Records and Registration at UMAB or the Registrar's Office at UMBC. 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 clinical nursing courses and the courses titled Pathophysiology, Pharmacology and Nursing, Gerontological Nursing and Health 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 faculty only when extenuating circumstances prevent the completion of a minor portion of work in a course. Students receiving a grade of I are responsible for arranging with the faculty 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 clinical nursing courses, for which the time of completion is determined by the faculty. Any I grade may preclude normal progression in the program as determined by undergraduate program policies.



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

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

Withdrawal Policy

A student may withdraw from the School of Nursing at any time. A WD will be recorded on the transcript at UMAB. A W will be recorded on the transcript at UMBC. If the student withdraws after the beginning of the eighth week, a summary statement is placed in the student's record with a

form noting whether the student was passing or failing. UMAB students who withdraw from the school after the twelfth week of the semester who are failing will receive the grade they have earned on their transcript, not a WD.

Withdrawal from the school means a student must:

1. Write a brief letter to the director of admissions and enrollment management explaining the reason for withdrawal.
2. Students at UMAB must secure a withdrawal form with appropriate signatures from the academic advisor and department chair. Students at UMBC secure a withdrawal form from a staff member of the Office of Admissions and Enrollment Management.
3. Submit the signed withdrawal form to the Office of Records and Registration at UMAB; to the Registrar's Office at UMBC.

The staff of the Office of Admissions and Enrollment Management will notify the course faculty and academic advisor of the withdrawal. The date used in computing tuition refunds is the date the application for withdrawal is filed with the registrar, Office of Records and Registration or with the Registrar's Office at UMBC.

Credit by Examination

Students who believe they have competence and experiences similar to nonclinical courses offered in the School of Nursing may attempt to earn credit by examination. To earn credit by examination each examination may be taken only once.

Credit by examination is available for NURS 301, 302, 303, 311, 312, 333, 404, 410 and 418. UMAB students may obtain credit by examination applications from the Office of Admissions and Enrollment Management. UMBC students may obtain applications from the chairperson of the RN to B.S.N. program. Detailed credit by examination procedures are found in the *Undergraduate Student Handbook*.

Dropping a Course

Students are not permitted to drop courses. Exceptions to this rule may be made by the academic advisor and the department chair when extenuating circumstances warrant it. Dropped courses are not recorded on the transcript at UMAB.

Students who fail or drop a clinical nursing course and maintain enrollment in nonclinical nursing courses are eligible to retake the clinical course the next time there is space available. The academic advisor determines which nonclinical courses a student can take while waiting to retake clinical courses.

Students repeating a clinical course as a result of a failure or drop may not take additional nonclinical courses at the time of the repeat without permission of their academic advisor.

Progression

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

The Student Affairs Committee meets regularly to establish and implement policies on progression and, through the Office of the Assistant Dean for Student Affairs, 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

Good academic standing is defined as satisfactory academic progress of a registered degree candidate in course work and toward degree requirements.

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

Academic warning is written notice to a student in poor academic standing from the Student Affairs Committee, the Office of the Assistant

Dean for Student Affairs or the associate dean for undergraduate studies and outreach. 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 grade of D or F in a nursing course.
2. A cumulative grade point average of 1.960 to 1.999.
3. A grade point average of less than 2.0 for any given semester.
4. Academic dishonesty.
5. An academic record reflecting other unsatisfactory progress in meeting degree requirements.

Academic dismissal is dismissal from the undergraduate program by the Student Affairs Committee, the Office of the Assistant Dean for Student Affairs or associate dean for undergraduate studies and outreach 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 clinical nursing courses.
2. A cumulative grade point average of 1.959 or lower.
3. Being placed on academic warning more than twice.
4. Academic dishonesty.
5. An academic record reflecting other unsatisfactory progress in meeting degree requirements.
6. Failure to pass a previously failed course on the second attempt.



Dismissal of Delinquent Students

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

Appeal of Dismissal

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

These lines are:

1. Assistant dean for student affairs.
2. Associate dean for undergraduate studies and outreach.
3. Dean of the School of Nursing.

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

Reinstatement Procedure

Reinstatement is granted through the Student Affairs Committee to students who were academically dismissed, or who withdrew in poor academic standing. Students who withdrew in good academic standing can apply for reinstatement through the director of admissions and enrollment management. All requests for reinstatement are made in writing to the director of admissions and enrollment management. The following information should be included in the student's written request:

1. The reason(s) the student left the program.
2. If applicable, the reason the student was not successful in the program.
3. What the student has been doing since leaving the program.
4. Reference from current employer must be submitted. If applicable, letters of recommendation from former faculty may also be submitted.
5. Reason the student wants to return to the program at this time.

6. Reason the student will be able to successfully complete the program, if reinstated.

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

1. General admission policies of the university and the school prevail (e.g., university rules and regulations, space available).
2. Students may be reinstated only once.
3. A current physical examination by Student and Employee Health is required, indicating that the student's health status is acceptable.
4. The student's academic record and academic standing upon dismissal are considered.
5. Academic requirements for reinstatement will be specified and will include, if appropriate, a mastery examination in mathematics. Other requirements may be specified.
6. The student's potential for successful completion of the program is evaluated.
7. Basic and second-degree undergraduate students not in attendance at the School of Nursing for one year or more will have their academic records reviewed by the Student Affairs Committee to determine placement in the program and may be required to complete selected courses upon their return.
8. Upon reinstatement, undergraduate students not in attendance during the previous three years will have their records reviewed by the Student Affairs Committee and may be required to repeat all or selected courses.

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

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

Academic Misconduct

In cases involving allegations of academic misconduct by a student, a faculty member or another student shall report in writing to the chairperson of the School of Nursing Judicial Board any information within his or her knowledge. Examples of academic misconduct 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 examination, facilitating or

enabling another student to commit an act of academic dishonesty 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.

The School of Nursing Judicial Board serves as the official body before which all allegations of misconduct are presented. Specific policies and procedures related to allegations of academic misconduct and the Judicial Board are outlined in the Student Code of Conduct and Appeals Policy and Procedures of the University of Maryland School of Nursing found in the *Undergraduate Student Handbook*.

The Judicial Board has the power to impose sanctions according to guidelines established in the Student Code of Conduct and Appeals Policies and Procedures. Possible sanctions for violations of this policy include: reprimand, probation, suspension and dismissal.

GRADUATE ACADEMIC REGULATIONS

Degree Requirements

Requirements for graduation from the master's degree program include: achieving a cumulative grade point average of B or 3.0 and successful completion of the planned program within a five-year period.

Requirements for graduation from the doctoral program include: completion of the planned program within a nine-year period (a maximum of five years between matriculation and admission to candidacy and a maximum of four years following admission to candidacy); admission to candidacy for the doctoral degree; achieving a cumulative GPA of at least 3.0; successful completion of preliminary, comprehensive and final oral examinations; completion of a satisfactory dissertation; and completion of a minimum of two consecutive semesters of full-time study. The student must maintain continuous registration and must be registered for at least one credit in the semester in which she or he wishes to graduate.

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

filed in the Office of Records and Registration during the first week of classes.

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

Plan of Study

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

All graduate students must complete a plan of study form, which outlines the student's expected progression through the degree requirements. One copy of this plan of study must be filed with the Graduate School by the beginning of the second semester of study for master's or third semester of study for doctoral students. A second copy of the plan of study remains in the student's nursing program file. Any major alteration of the plan necessitates filing an amended plan. It is suggested that students retain a copy of this plan for their own files.

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

Statute of Limitations

Starting on the first day of matriculation (or with the first transfer course) a maximum of five years is allowed for the completion of master's degree requirements. This applies to part-time and full-time students.

Doctoral students 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.

Scholastic Requirements

It is the responsibility of each student to remain informed of and adhere to all Graduate School, nursing program and university regulations and requirements. Additional policies and procedures are found in the Graduate School catalog, the Graduate Program and Ph.D. handbooks and in *Important Dates for Advisors and Students*, issued each year by the Graduate School.

The Graduate School requires that all students achieve a B or 3.0 cumulative GPA by the end of the third semester of study. No grade below a C is acceptable toward a graduate degree. 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, is used in the grade point average calculation. Courses in the degree program that are completed with a D or F must be repeated. Grades earned for thesis or dissertation research and grades earned from courses that are transferred for degree credit from other schools and/or previous study are 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 are permissible. Permission must be obtained from 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 time limit for the degree and may not have been used to satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average.

Credit by Examination

Graduate students may receive credit by examination only for courses for which they are otherwise eligible to receive graduate degree credit. In the master's program a maximum of 6 (9 in primary care) credits is possible through credit by examination. A graduate student seeking to use this option must obtain the consent of their advisor and of the instructor currently responsible for the course. The Graduate School maintains a list of courses for which examinations are available or will be prepared. A fee is paid upon application for the examination equal to the current cost of 1 credit of tuition and is not refundable regardless of whether the student passes the examination. The grade received for a course accepted through credit by examination is computed in the grade point average.

Withdrawal from a Course

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

Temporary and Final Grades

A temporary grade of "Incomplete" may be given, on occasion, to graduate students unable to complete all the requirements of a course in the semester in which it is taken. An "Incomplete" grade must be changed to a final letter grade (A, B, C, D, F) within one full academic year of the time at which the course ended. For a course not required for the degree an "F" mark may remain on the student's transcript. Students with provisional admission or on academic probation may not register for additional course work until the I grade is removed. These policies do not apply to 799 or 899 research grades, which should be removed when the applicable research has been certified by the appropriate oral examination committee.

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

D, F) by the beginning of the next semester after the course was given.

Academic Progress—

Unsatisfactory Achievement

At the end of each semester, the record of every student is reviewed by the Admissions and Progressions Subcommittee of the Student Affairs Committee or the doctoral teaching faculty. 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) has (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 minimum B 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 minimum B grades in every course during the next 12 credit hours or they, too, will be dismissed.

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 3.0 average will result in dismissal from the program. In addition, a satisfactory level of research performance as determined by the research advisor and Research Committee must be maintained or a dismissal from the program could result.

Additional Doctoral Program Requirements: A student may be asked to withdraw from the doctoral program upon recommendation of the doctoral teaching faculty and the Admissions and Progressions Subcommittee of the Student Affairs Committee if any of the following events occur:

1. Failure to maintain a cumulative GPA of 3.0 (as specified above).
2. Failure on preliminary examination at second attempt.
3. Failure on comprehensive examination at second attempt.
4. Failure to be admitted to candidacy within five years of admission into the program.
5. Failure to complete degree requirements within four years following admission to candidacy.
6. Failure to demonstrate a satisfactory level of research performance as determined by the research advisor and Dissertation Advisory Committee.
7. Failure to maintain continuous registration.

Withdrawal, Suspension, Dismissal

A Graduate School program withdrawal form must be completed and submitted when a student officially withdraws from the graduate program. An application for withdrawal bearing the proper signatures must be filed in the Office of Records and Registration. 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 Office of Records and Registration. A student who withdraws during a semester and does not file an application for withdrawal with the registrar will receive marks of failure in all courses and will forfeit the right to any refund.

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



specific requirements established by individual departments. In fulfilling this responsibility the student should seek the advice of a faculty advisor, department chairperson and/or the administrative officers of the School of Nursing and the staff of the vice president for research and dean of the Graduate School.

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

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

SCHOLASTIC HONORS FOR GRADUATES

Honor Societies

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

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

Four scholarships are offered by Pi chapter to nursing students 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 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 that 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 and graduate programs in nursing.



Special Awards for Baccalaureate Graduates

Award for Excellence in Community Health Nursing

Award for Excellence in Neurological Nursing

Award for Excellence in Nursing Care of Children

Award for Excellence in Psychiatric and Mental Health Nursing

Daniel Charles Doody, Jr. Memorial Award for Excellence in Nursing Care of Adults

Edwin and L. M. Zimmerman Award

Flora Hoffman Tarum Memorial Award

Frances Arnold Memorial Award

National Dean's List

RN Award for Clinical Excellence in Nursing

RN Award for Creativity in Nursing

RN Student Community Health Project Award

RN Award for Professional Leadership

Spirit of Nursing Award

University of Maryland Alumni Association
Award for the Highest Average in Scholarship
University of Maryland Alumni Association
Award for Leadership



**Special Awards for Graduate Students—
Master's**

Community Health Nursing
Geriatric Primary Care Nursing
Gerontological Nursing
Hewlett Packard Award for Trauma/Critical Care
Maternal/Child Nursing
Medical/Surgical Nursing
Nursing Administration
Nursing Education
Nursing Health Policy
Nursing Informatics
Nursing Research
Oncology Nursing
Pediatric Primary Care Nursing
Psychiatric Nursing

**Special Award for Doctoral Students
Award for Excellence in Nursing Science**

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 alumni association or other groups or individuals who wish to recognize outstanding students. The Dean's Leadership Award is a special award established by the dean and given to one outstanding leader each year. 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.

Financial Information

THANKS TO THE
GENEROSITY OF OUR
ALUMNI AND FRIENDS,
THE UNIVERSITY OF
MARYLAND SCHOOL OF
NURSING HAS AN EN-
DOWMENT THAT PRO-
VIDES SCHOLARSHIP
SUPPORT TO DESERVING
UNDERGRADUATE AND
GRADUATE STUDENTS.

UNDERGRADUATE FEES AND EXPENSES, 1993-94

UMAB Upper-Division (Junior-Senior) Fees

	PER SEMESTER	PER YEAR
Matriculation fee (one time fee for new students)	\$ 40.00	\$ 40.00
Tuition*		
In-state (full-time)	1,562.00	3,124.00
Out-of-state (full-time)	4,257.00	8,514.00
Part-time (8 credits or less)	135.00	per credit
Supporting facilities fee		
Full-time	97.00	194.00
Part-time	32.50	65.00
Instructional resources fee		
Full-time	48.00	96.00
Student health fee		
Full-time	37.50	75.00
Part-time	20.00	40.00
Health insurance		
One person	370.74	741.48
Two persons	774.36	1,548.72
Family	963.90	1,927.80
Hepatitis vaccine (fall-first year)	140.00	140.00
Disability insurance		28.00
Malpractice insurance		18.90
Student activities fee	12.50	25.00
Student laboratory fee	18.50	37.00
Student government fee		
Full-time	6.00	12.00
Part-time	3.00	6.00
Dormitory fee, double occupancy	44.50	per week
Apartment fee, double occupancy	204-259/month	plus utilities
Diploma fee (seniors)	35.00	
Late registration fee	35.00	

*A \$100 nonrefundable deposit is required at the time of the student's acceptance for admission. This amount is applied to the fall tuition.

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

GRADUATE FEES AND EXPENSES, 1993-94

Matriculation fee (one time fee for new students)	\$ 40.00
Tuition per credit	
In-state	167.00
Out-of-state	308.00
Supporting facilities fee, per semester	
Full-time	97.00
Part-time	32.50
Student health fee, per semester	
Full-time	37.50
Part-time	20.00
Health insurance, per semester	
One person	370.74
Two persons	774.36
Family	963.90
Malpractice insurance, per year	18.90
Student activities fee, per semester	12.50
Nursing laboratory fee, per year	37.00
Graduation fee	
M.S.	35.00
Ph.D.	100.00
Continuous registration fee, doctoral students	35.00
Late registration fee	35.00

Explanation of Fees

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

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

Instructional resources fee pays for materials and/or laboratory supplies furnished for and to students.

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

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

Disability insurance is required of all undergraduate nursing students.

Malpractice insurance is required of all undergraduate nursing students.

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

Student laboratory fee is charged to help support the Learning Resource Center.

Diploma fee helps defray costs involved with graduation and commencement.

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

Additional expenses for undergraduate students include the purchase of uniforms (approximate cost \$150) and the required purchase of a stethoscope at approximately \$30.

No diploma, certificate or transcript will be issued to a student until all financial obligations to the university have been satisfied. The university reserves the right to make such changes in fees and other changes as may be necessary.

FINANCIAL AID

The School of Nursing's financial aid program is readily available to students who demonstrate financial need. Through a variety of grants, scholarships, loans and part-time employment, students may receive assistance in meeting educational expenses. In addition to the School of Nursing, external funding agencies make financial assistance available to qualified nursing students.

An application for financial aid must be submitted to be considered for assistance during the following academic year. The priority filing date is February 15.

University of Maryland at Baltimore financial aid applications and information are obtained from the Student Financial Aid Office:

Student Financial Aid Office
University of Maryland at Baltimore
621 West Lombard Street
Baltimore, Maryland 21201
(410) 706-7347

Nursing students enrolled at the University of Maryland Baltimore County (UMBC) campus may obtain financial aid forms and information from:

Student Financial Aid Office, T 106
University of Maryland Baltimore County
5401 Wilkens Avenue
Baltimore, Maryland 21228
(410) 455-2387

Eligibility for financial aid depends on the student maintaining good academic standing while in attendance. When determining the amount to be awarded, the Office of Financial Aid considers: 1) income, assets and resources of the student and the student's family; 2) support available to the student from nonuniversity sources; and 3) the costs of education.

Renewal of financial aid for succeeding years depends on annual submission of a financial aid application. After a review, a student's financial aid award may increase, decrease or remain the same from year to year, depending upon the family's current ability to contribute to educational expenses and the availability of financial aid funds. In all instances a student must maintain satisfactory academic progress as defined by the School of Nursing. A complete description of the procedures used to evaluate applications for aid, the cost of education for nursing students and information on various university, state and federal programs can be found in brochures published by the UMAB and UMBC Student Financial Aid Offices.

Student Financial Aid Resources and Funds

Please note: Grants, scholarships, assistantships and traineeships do not have to be repaid. Loans are repaid, usually after completion of education. Some programs require separate applications.



Student Financial Aid Resources

NAME OF RESOURCE	AMOUNT	NEED BASED?	RENEWABLE?	UNDERGRADUATE GRADUATE	POSTGRADUATE REQUIREMENT?
University Grants	\$400-\$2,500	Yes	Yes	Both	No
University Graduate Assistantships	Tuition, Fees Stipend	No	Yes	Graduate	No
Maryland State Grants					
Distinguished Scholar	\$3,000	No	Yes	Undergraduate	No
Nursing Scholarship	\$2,400	No	Yes	Both	Yes
General State	\$200-\$2,500	Yes	Yes	Undergraduate	No
Senatorial	\$400-\$2,500	No	Yes	Undergraduate	No
Delegate	Minimum \$200	No	Yes	Both	No
Nursing Living Expense	\$2,400	Yes	Yes	Both	Yes
Federal Pell Grants	\$400-\$2,300	Yes	Yes	Undergraduate	No
Federal Supplemental Grants	\$200-\$4,000	Yes	Yes	Undergraduate	No
Federal Perkins Loans	Undergraduate \$5,000 Graduate \$15,000	Yes Yes	Yes Yes	Undergraduate Graduate	No No
Federal Nursing Loans	\$4,000	Yes	Yes	Both	No
Federal Stafford Loans	Undergraduate \$5,500 Graduate \$8,500	Yes Yes	Yes Yes	Undergraduate Graduate	No No
Federal Supplemental Loans	Undergraduate \$5,000 Graduate \$10,000	No No	Yes Yes	Undergraduate Graduate	No No
Federal Parent Loans	Maximum Total Costs	No	Yes	Undergraduate	No
Federal Work Study	20 Hours per week at Prevailing Rate	Yes	Yes	Both	No
Federal Traineeships	Tuition, Fees Stipend	No	Yes	Graduate	No
Armed Forces Programs	Various Amounts	No	Yes	Both	Most Do
School of Nursing Scholarships	\$500-\$2,500	No	Yes	Both	No

University grants are awarded to qualifying applicants from the following programs: Dean's Scholarships, Desegregation Grants, Other Race Grants, University Grants and Tuition Waivers. In an attempt to meet the constantly increasing needs of students, funds are awarded to students who can demonstrate financial need.

Graduate assistantships are awarded to either incoming or current graduate students on a competitive basis. The awards include a 10- to 12-month stipend, 10 credits of tuition for each of the spring and fall semesters as well as student health insurance. Graduate assistants are expected to make a work commitment of 20 hours per week. Some research assistantships are available through grant or contract funds. Applications are available through the office of the director of the doctoral program.

Maryland State Scholarship Administration (MSSA) offers general state scholarships of \$200 to \$2,500, which can be sought for subsequent years by proper reapplication. Senatorial and House of Delegates awards are also available. To apply, students should complete the Maryland form of the FAF and the Free Application for Federal Student Aid, which may be obtained from the Student Financial Aid Offices at UMAB and UMBC. School of Nursing undergraduate and graduate students have received awards from the following Maryland State Scholarship Programs:

- Distinguished Scholar
- Nursing Scholarships
- General State Scholarships
- Senatorial Scholarships
- Delegate Scholarships
- Nursing/Living-Expense Scholarships

The MSSA also offers a Loan Assistance Repayment Program. Students who have undergraduate or graduate degrees have an opportunity to have the state of Maryland pay for part of the loans taken while in school. The annual amount of an award can range up to \$7,500. Priority will be given to degreed students who work in areas of critical shortage after graduation.

Out-of-State Tuition Reduction Program awards are made to non-Maryland residents who are seeking Maryland registered nurse licensure. The award is the difference between out-of-state and resident tuition. Students must agree to work full-time in



Maryland after graduation for at least two years. The agreement is made with the MSSA at the time the student is accepted into the program.

Many of the above MSSA programs have separate applications. Contact the UMAB or UMBC Student Financial Aid Office for information. The Student Services Office, Room 100, School of Nursing Building, may also have information.

Federal Pell Grants of \$400 to \$2,300 per year are awarded to eligible first-time undergraduates who have not earned a baccalaureate degree. To apply, students should complete the Free Application for Federal Student Aid, which may be obtained in the UMAB or UMBC Student Financial Aid Office. Eligible students must also provide the Student Financial Aid Office with the Pell Grant Student Aid Report, which they will receive in the U.S. mail from the federal government.

Federal Supplemental Educational Opportunity Grants of \$200 to \$4,000 are awarded to undergraduate students with exceptional financial need, as determined by the university. Priority is given to Federal Pell Grant recipients.

Federal Perkins Loans are made by the university to students. The annual maximum is \$3,000 for undergraduates and \$5,000 for graduates. The aggregate legal loan maximum is \$15,000 for undergraduates and \$30,000 for graduate students (including undergraduate borrowing). The annual interest rate is 5%; interest does not accrue until repayment begins.

Federal Nursing Loans are made by the university to undergraduate and graduate nursing students. The annual maximum is \$4,000 and the current interest rate is 5%.



Federal Stafford Loans (formerly Guaranteed Student Loans) are made by private lenders. For periods of enrollment beginning on or after October 1, 1993, the annual legal loan maximum is \$5,500 for undergraduate upper class students and \$8,500 for graduate students. The aggregate loan limits are \$23,000 for undergraduates and \$65,000 for graduate students (including undergraduate borrowing). Current interest rates for new borrowers are variable, but not higher than 9%; interest does not accrue until repayment begins. For unsubsidized federal Stafford Loans, interest begins to accrue upon disbursement of the loan proceeds. Lenders may allow the interest to be deferred until repayment begins; and then the interest is capitalized as principal.

Federal Supplemental Loans for Students are made by private lenders. Undergraduate students may borrow up to \$5,000 a year with an aggregate limit of \$23,000. Graduate students may borrow up to \$10,000 per year with an aggregate limit of \$73,000 (including undergraduate borrowing). The interest rate is variable with a cap of 11%. The 1992-93 rate was 7.36%. A separate loan application is required.

Federal Parent Loans for undergraduate students are made by private lenders to parents of undergraduate students. Parents with good credit may borrow the difference between the estimate of the student's cost of education and any estimated financial aid received. The university's estimate of the cost of education includes tuition, fees, books, supplies, uniforms, room and board, transportation and personal expenses. The interest rate is variable with a cap of 10%. The 1992-93 rate was 7.36%.

Federal Work Study provides jobs for students who need financial aid and who choose to earn part of their educational expenses. Jobs are arranged either on- or off-campus with a public or private nonprofit agency. Eligible students may be employed for as many as 20 hours per week. To be eligible for Federal Work Study, a student must apply for financial aid and demonstrate financial need.

Federal Traineeships are awarded to full-time students enrolled in master's programs and Ph.D. programs. Awards include tuition, fees and a stipend pending available funding from the U.S.

Department of Health and Human Services. Applications are available in the Office of the Associate Dean for Graduate Studies and Research.

Reserve Officer Training Corps (ROTC) offers scholarships to accepted applicants who enroll concurrently in the ROTC program and the upper-division nursing program. The scholarship includes tuition, fees and books. There is also a \$100 monthly allowance. The U.S. Army now limits its ROTC awards to 80% of tuition, or \$8,000, whichever is greater.

National Guard and Army Reserves offer up to \$5,000 in educational benefits under the Montgomery GI Bill. The Army Reserves, National Guard, and the Regular Army also offer repayment on federal student loans as an incentive for enlistment in selected skills. Total repayment can be as high as \$10,000.

The U.S. Navy has a baccalaureate degree completion program that includes a monthly stipend, free medical and dental care for the student as well as promotion opportunities for academic excellence. Upon graduation recipients are commissioned into the Navy Nurse Corps.

The Veterans Affairs Scholarship Program offers scholarships to upper division baccalaureate or master's degree students in accredited (NLN) schools. Benefits include full tuition and fees, monthly stipends and other educational costs. In return for benefits, graduates must work in VA medical centers one year for each year or part of a year that benefits are provided.

Commissioned Officer Student Training and Extern Program (COSTEP) is a work program for undergraduate students who have completed two years of study in nursing or another health-related field. Students must serve as an extern in medical facilities of the Public Health Service during school breaks of 31 to 120 days' duration. Students receive ensign's pay during work phases.

School of Nursing scholarships come from the earnings of gifts, bequests and private donations made to the school. The awards are based on potential or actual academic achievement and financial need. The amounts of these scholarships vary; they are awarded on an annual basis in accordance with school policy. Funds are governed by specific provisions set forth by the donors and therefore awarded accordingly. Applicants new to

the School of Nursing may request these applications from the Office of Admissions and Enrollment Management. Current students may obtain an application in room 100 of the School of Nursing Building at 655 West Lombard Street, Baltimore, MD 21201.

School of Nursing Scholarships

Florence Gipe Scholarship Fund

Grace Elgin Hartley Scholarship Fund

Kaiser Foundation Health Plan of Mid-Atlantic States Scholarship

Frank C. Marino Scholarship Fund

Marian I. Murphy Research Fund

Gladys Leonard Poffenberger Scholarship Fund

Sigma Theta Tau Scholarship Fund

Peter and Lena Viola Scholarship Fund

John L. Whitehurst Fund

Sara A. Whitehurst Fund

Additional information regarding external student financial aid resources for all nursing students may be reviewed in the Office of Student Services, room 100, School of Nursing Building.



Undergraduate Program

SINCE 1889, THE
UNIVERSITY OF
MARYLAND SCHOOL
OF NURSING HAS
ESTABLISHED
NATIONALLY RECOG-
NIZED INNOVATIVE
PROGRAMS AND HIGH
STANDARDS FOR
EDUCATION, RESEARCH
AND SERVICE.

OVERVIEW

The University of Maryland School of Nursing offers an undergraduate program that leads to the degree Bachelor of Science in Nursing (B.S.N.). The B.S.N. program prepares nurses who are liberally educated and equipped with clinical knowledge, technological skills, proficiency in scientific and clinical decision making, critical thinking abilities and humanistic skills. Graduates of the program are prepared to become leaders in the profession. The undergraduate program provides educational opportunities for men and women seeking a career in nursing (basic baccalaureate track), as well as for registered nurses with associate degrees or diplomas in nursing who wish to pursue a bachelor's degree in nursing (registered nurse track).



The undergraduate nursing program is an upper-division, professional program based on a foundation of preprofessional courses that provide a liberal education and support the study of nursing. Before matriculating into the undergraduate program, students must complete 59 credits of course work in the social and behavioral sciences, the natural and physical sciences and the arts and humanities. These lower-division preprofessional course requirements are available at University of Maryland System (UMS) campuses and at other accredited colleges and universities. The School of Nursing has special articulation programs with all of the UMS campuses, Maryland's community colleges and Morgan State University to facilitate entry into the School of Nursing. The school is a partner in the University of Maryland Eastern Shore (UMES)/UMAB Honors Program, designed

so that students entering UMES as freshmen are prepared for and guided toward the professional school curricula at UMAB. In addition, the School of Nursing participates in the Maryland statewide nursing articulation model for registered nurses seeking a bachelor's degree in nursing. The professional nursing program is available to men and women who establish eligibility for admission.

Applicants should contact a counselor in the Office of Admissions and Enrollment Management of the School of Nursing to determine the best option for their individual needs. This advisement is especially important to registered nurses and students with bachelor's degrees in non-nursing fields who desire advanced placement in the undergraduate program. Advisement will be given concerning admission eligibility and requirements as well as choice of admission and program options. Credits previously earned at an accredited two- or four-year college or university are assessed according to the University of Maryland System, School of Nursing and Maryland Higher Education Commission policies on transfer of credit. The Maryland statewide nursing articulation model offers three options to registered nurses who want to obtain credit for selected foundation and nursing courses.

Two tracks are available within the undergraduate program: basic baccalaureate and registered nurse. Within these tracks, many options that meet diverse learning needs of students are offered. The following options are available in the basic baccalaureate track: full-time study, part-time study, the traditional course of study and an accelerated option for students with a bachelor's degree in a non-nursing field. Options within the registered nurse track include the RN to B.S.N. and RN to M.S. options, as well as full- and part-time study.

The location, length, sequence of curriculum and admission requirements vary according to each option. The basic baccalaureate track students receive their B.S.N. degree from UMAB. The registered nurse track is offered at the University of Maryland Baltimore County (UMBC) campus. RN students receive their undergraduate degrees from the UMBC campus. In addition, full and partial program offerings for registered nurses are offered in Allegany, Cecil, Charles, Montgomery, Talbot and Washington counties.

Objectives of the Undergraduate Program

Baccalaureate graduates of the University of Maryland School of Nursing are committed to providing nursing care that assists individuals, families, groups, communities and populations to achieve optimal health and make informed choices for their own well-being. In acute care, long-term care and community-based settings, graduates provide nursing care to promote and protect health, prevent illness, care for the ill and support a peaceful death or loss.

The undergraduate program is designed to prepare beginning practitioners who value lifelong learning. Education at the baccalaureate level is a foundation for graduate study in nursing. Graduates of the baccalaureate program are able to assume beginning leadership roles in nursing practice, participate in research, apply research findings to practice and contribute to the development of the profession. The objectives of the undergraduate program are to develop graduates who will:

1. Develop a personal philosophy of nursing that enables them to make informed judgments in professional life.
2. Acknowledge personal responsibility for continued learning, professional growth and commitment to the advancement of the profession.
3. Use empirical, ethical, personal and aesthetic perspectives and critical thinking strategies in the decision-making process.
4. Use knowledge from nursing and related disciplines to inform their practice.
5. Incorporate an understanding of self and others with communication skills and behaviors that promote caring, therapeutic and collaborative relationships.
6. Demonstrate clinical competencies necessary for the delivery of effective nursing care.
7. Use current and emerging technology and information systems in professional nursing practice.
8. Apply research findings to practice and participate in ongoing nursing research.
9. Use professional communication and information technology effectively to acquire, develop, critique and convey ideas and information.

10. Have a critical understanding of nursing's responsibility for improving the health of society and balancing cost, access and quality in the effective delivery of nursing care.
11. Demonstrate leadership abilities in the proactive, creative and collaborative provision of nursing care.
12. Use their understanding of the interrelationship of the environmental contexts and human response patterns to provide nursing care that is responsive to the values and interests of persons.



LOWER-DIVISION REQUIREMENTS

Professional, upper-division education in nursing requires a foundation of learning provided by required lower-division college courses. Before matriculation in the undergraduate program, all students must have completed the lower-division course requirements listed below at an accredited college or university.

Each of the other campuses of the University of Maryland System, Morgan State University and all of Maryland's community colleges have designed special articulation programs that facilitate a student's admission to the School of Nursing. A list of the lower-division courses that meet the lower-division requirements is available at the counseling center of each college or university.



COURSE REQUIREMENTS	CREDITS
+*English composition	6
*General chemistry with laboratory	4
*Organic chemistry with laboratory	4
*Human anatomy and physiology with laboratory	8
*Microbiology with laboratory	4
Psychology	3
Sociology	3
Social science elective (sociology, psychology, anthropology, political science, economics, geography)	3
Human growth and development (sophomore level)	3
Mathematics	3
**Humanities (literature, language, art, history, philosophy, speech)	9
Nutrition (sophomore level)	3
Electives	6
Minimum Total	59

+ It is strongly recommended that a technical writing course be taken in place of the second English course or as a humanities course or as an academic elective.

* Grade of C or better required.

** Must take a course in two of these areas.

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

1. Human anatomy and physiology, chemistry and microbiology must be courses for students who plan to or could use them as credits toward a major in these areas. In other words, they cannot be terminal courses for nonmajors.
2. Required natural science courses (chemistry, microbiology and human anatomy and phys-

iology) must include laboratory experience.

3. Courses in religion will be accepted in transfer when they have been taught within a framework that goes beyond specific sectarian concerns and/or dogma.
4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy and physiology. Applicants should contact the Office of Admissions and Enrollment Management for the course numbers of approved nutrition courses at Maryland institutions.
5. Humanities credit will be given for one studio course in the fine arts (e.g., a class in piano or painting) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).
6. Ds are not transferable for English composition, chemistry, anatomy and physiology and microbiology from either in-state or out-of-state institutions. For other courses, Ds are transferable from in-state public institutions only.
7. Courses taken on a Pass/Fail basis may be used for nonscience credits only. Up to 6 credits of Pass may be transferred.
8. A sophomore-level human growth and development course covering content throughout the various stages of the life span is required. Applicants should contact the Office of Admissions and Enrollment Management 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. Baccalaureate-level nursing courses may be transferable. (Contact the Office of Admissions and Enrollment Management for further information.)
12. Students who have taken human anatomy and physiology and/or microbiology courses more than 10 years ago will be required to show proof of audit or satisfactory completion of the current course(s) prior to registration. Students who have taken chemistry courses more than 10 years ago will be

responsible for reviewing chemistry on their own before registration. Students wishing to request a waiver of this policy because of current or recent work experience in a scientific field should submit their request in writing to the Office of Admissions and Enrollment Management.

13. Only students with an overall or second degree grade point average of 2.0 or better will be considered for admission; however, the mean GPA is usually above a 3.0.
14. If an applicant has completed more than the required 59 to 62 credits at the time of application review, the admissions counselor will use the credits from the most recent semester completed first and continue backwards chronologically in the applicant's record until the 59 to 62 credits required for transfer have been reached. An exception to this policy may be made for applicants to the registered nurse track if course work taken before their nursing school enrollment will make them eligible for the direct transfer option.
15. Whenever possible, credits recorded on an applicant's transcript(s) will be used as the basis for calculating the matriculation grade point average rather than those grades resulting from courses listed on the courses in progress sheet, which is a form included in the official application.
16. No more than half of the 122 applicable credits required for graduation can be earned by examinations (see *Department Examinations* and *CLEP*, below).

ber, 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 examination results for credit, provided the student earns a score determined acceptable. Applicants should contact the Office of Admissions and Enrollment Management for the list of transferable CLEP examinations and the minimum acceptable score.



Establishing Lower-Division Credit by Examination

Department Examinations: Many two- and four-year colleges and universities provide an opportunity for students to take examinations for credit, provided the student has had some instruction and/or experience in the content of the course under consideration.

Students make arrangements 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 num-

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 counselors in assessing an applicant's eligibility for admission. Interested students can use it to keep track of their progress in meeting lower-division requirements.

LOWER-DIVISION REQUIREMENTS	REQUIRED CREDIT	CREDIT EARNED	GRADE	Q.P.
+* English composition	6			
* General chemistry with laboratory	4			
* Organic chemistry with laboratory	4			
* Human anatomy and physiology with laboratory	8			
* Microbiology with laboratory	4			
Psychology	3			
Sociology	3			
Social science elective (sociology, psychology, anthropology, political science, economics, geography)	3			
Human growth and development (sophomore level)	3			
Mathematics	3			
** Humanities (literature, language, art, history, philosophy, speech)				
_____	3			
_____	3			
_____	3			
Nutrition (sophomore level)	3			
Electives	6			

Minimum Total	59			
Matriculation G.P.A.				

+ It is strongly recommended that a technical writing course be taken in place of the second English course or as a humanities course or as an academic elective.

*Grade of C or better required.

**Must take a course in two of these areas.

ADMISSION TO THE UPPER DIVISION

General Information

Applications for all program options may be obtained after the middle of September for the next fall's admission class from:

Office of Records and Registration
 University of Maryland at Baltimore
 621 West Lombard Street
 Baltimore, Maryland 21201
 Phone: (410) 706-7480

Admission deadlines are as follows:

OPTION	APPLICATION DEADLINE	SUPPORTING DOCUMENT DEADLINE
Basic Baccalaureate in the Traditional Option	February 15	March 15
Basic Baccalaureate in the Second Degree Option (2 deadlines)	November 1	December 1
	January 15	February 15
RN to B.S.N.	July 1	July 15
RN to B.S.N. (for spring admission)	November 1	November 1
RN to M.S.	March 1	April 1

Contact the Office of Admissions and Enrollment Management for details.

The following required application materials must be submitted before a final decision can be made on an application:

1. Transcripts of all college-level work taken to date, including summer sessions.
2. Courses in progress form, including all course work that the applicant is currently taking, as well as all courses that will be taken during upcoming semesters to meet the lower division requirements.
3. Course descriptions, if applicants have taken any of the required natural science, nutrition or human growth and development courses out of state.
4. Applicants previously enrolled in a nursing program from which they did not graduate may be required to submit the following additional

information before a final decision can be made on their application:

- a. A written statement from the school of nursing indicating the student's current status in that nursing program.
- b. A written statement from the applicant explaining any unsatisfactory performance in the previous nursing program.

In addition, a personal interview may also be required.



Pre-admission counseling sessions are offered by the staff of the Office of Admissions and Enrollment Management on the UMAB and UMBC campuses for students interested in admission to the school. The individual or small group counseling sessions include an explanation of the admission process and the lower-division course requirements. For an appointment, phone (410) 706-6282 or 1-800-328-8346.

For updated admission information, students should contact the Office of Admissions and Enrollment Management, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.

Cardiopulmonary Resuscitation (CPR) (course C or basic life support) certification is required of all baccalaureate students before their enrollment in the School of Nursing. The certificate must be valid for the period covering 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 their entire enrollment in the School of Nursing, they will need to be recertified at the appropriate time. The Office of Admissions and Enrollment Management will maintain the record of student certification.

Applicants who attended foreign institutions need to validate which of the credits taken at a foreign institution(s) will be accepted as fulfilling the School of Nursing's lower-division course requirements. The students must file an official application with appropriate fee and have the appropriate officer at the foreign school(s) attended send an official transcript(s) with English translation to the Office of Records and Registration, University of Maryland at Baltimore, 621 W. Lombard Street, Baltimore, Maryland 21201. Since it takes approximately six months to process documents received from a foreign country, it is critical that the student apply in early fall for the following fall's admission. Foreign students are required to take the Test of English as a Foreign Language. A score of 550 is considered an indication that the applicant can be successful in language comprehension and use.

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



ADMISSION INFORMATION FOR BASIC BACCALAUREATE APPLICANTS IN THE TRADITIONAL OPTION

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

The School of Nursing matriculates baccalaureate students into upper-division course work in

the fall. Students should apply for admission in the fall prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the lower-division preprofessional course work and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average is 2.0 or above; however, the mean GPA is usually above a 3.0. Admission is competitive and the basic criteria for determining admissions are:

1. Overall grade point average.
2. Evidence of satisfactory completion of 8 of the required 20 credits in the natural sciences at the time of record review, except for the second-degree option.
3. Written plan for completion of all required 59 lower-division credits by matriculation date.

Early Review

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

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

The following are the criteria for early review:

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



Regular Review

The application, transcripts for all college-level course work completed through the fall semester and course descriptions, if applicable, must be received by the School of Nursing's admissions office to be considered for regular review. The deadline for receiving all required transcripts and course descriptions is March 15.

Applications still incomplete after March 15 will be processed only if spaces remain to be filled in the entering class.

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

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

Individual Admissions

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

Applicants who wish to be considered for individual admission are required to submit two letters of recommendation, a personal statement and supporting evidence or materials with their application explaining why their application deserves special consideration and why their record does

not meet the criteria. Written requests for individual admission and any supporting documentation must be received no later than March 15. Personal interviews may be required for students requesting individual admission.

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

UPPER-DIVISION CURRICULUM FOR BASIC BACCALAUREATE STUDENTS IN THE TRADITIONAL OPTION

The junior and senior years of the nursing curriculum are offered at the University of Maryland at Baltimore. Students are taught by faculty who have specialized knowledge and skills in the areas of maternal/child health, psychiatric/mental health, adult health, community health and primary care nursing.

A faculty-student ratio of approximately 1:10 creates a learning situation in which students have sufficient opportunity to learn the clinical skills required of professional nurses. Student placements are based on learning objectives and the availability of clinical sites. When possible, individual student needs are taken into consideration when clinical placements are made.

A typical plan of study for the full-time upper-division basic baccalaureate studies in the traditional option follows:

JUNIOR YEAR		CREDITS
Fall		
NURS 301	Conceptual Foundations of Nursing Practice I	3
NURS 311	Pathophysiology	3
NURS 312	Pharmacology and Nursing	3
NURS 304	Introduction to Professional Nursing	5
Total		14

Winter		
NURS 333	Health Assessment	3
Spring		
NURS 302	Conceptual Foundations of Nursing Practice II	2
NURS 410	Research and Statistics	3
NURS 305	Nursing Care of the Child-bearing Family	5
NURS 306	Nursing Care of Infants, Children and Adolescents	5
or		
NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	2
Total		14-15

Summer		
*NURS 326	Clinical Nursing Elective	3
SENIOR YEAR		
Fall		
NURS 401	Technology in Nursing	2
NURS 403	Community Health Nursing	5
NURS 305	Nursing Care of the Child-bearing Family	5
NURS 306	Nursing Care of Infants, Children and Adolescents	5
or		
NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	2
Total		16 or 17

Winter		
*NURS 418	Health Elective (Option)	0 or 3

Spring		CREDITS
NURS 404	Professional Nursing Leadership	3
*NURS 418	Health Elective (Option)	0 or 3
NURS 420	Senior Clinical Practicum	4
NURS 402	Mental Health Nursing	5
Total		12-15
Total		63

*Students must take either NURS 326 or NURS 418.

Part-Time Study

Part-time study is available to baccalaureate students who wish to complete the program on a part-time basis over four or five years. This program is designed for students whose outside responsibilities make full-time study difficult.

A typical plan of part-time study for the upper-division basic baccalaureate students in the traditional option follows:

Suggested Part-time Plan of Study (Four Years)

Course numbers are given with credits in parentheses.

	FALL	WINTER	SPRING
Year 1	NURS 301 (3) NURS 311 (3)		NURS 302 (2) NURS 418 (3)
Year 2	NURS 304 (5) NURS 312 (3)	NURS 333 (3)	NURS 331 (2) NURS 410 (3) NURS 401 (2)
Year 3	NURS 330 (7)		NURS 305 (5) NURS 306 (5)
Year 4	NURS 403 (5) NURS 404 (3)		NURS 402 (5) NURS 420 (4)

ADMISSION INFORMATION FOR BASIC BACCALAUREATE APPLICANTS IN THE SECOND-DEGREE OPTION

In response to the growing number of students with college degrees who are choosing nursing as a promising new career, the School of Nursing launched a program to build on that foundation and to accelerate the educational process of obtaining the B.S.N. degree. Structured as a 16-month, full-time program, it provides intensive theoretical and clinical exposure in the briefest

possible time. Nonclinical courses are designed to meet the distinctive learning needs of the second-degree student, by expanding rather than duplicating the student's previous education. Due to the importance of the clinical components of the baccalaureate program, the second-degree option includes the same number of clinical credits as the traditional option.

There are two application deadline dates, November 1 and January 15 (supporting documents must be submitted within one month of application deadline), for the second-degree option, which begins in the fall semester.

The following are the criteria for admission to the second-degree option:

1. A minimum grade point average of 3.0 from the baccalaureate degree. Graduate course work will also be considered in the review process.
2. A minimum GPA of 2.75 in the prerequisite science courses.
3. Completion of a personal statement.
4. A personal interview.
5. Two letters of recommendation.
6. Written plan for completion of all requirements prior to enrollment.

The lower-division requirements that must be satisfactorily completed prior to enrollment in the second-degree option are:

	CREDITS
* General chemistry with laboratory	4
* Human anatomy and physiology with laboratory	8
* Microbiology with laboratory	4
Human growth and development	3
Nutrition	3

* Grade of C or better required.

In addition, psychology and sociology are strongly recommended prior to enrollment.

UPPER-DIVISION CURRICULUM FOR BASIC BACCALAUREATE STUDENTS IN THE SECOND-DEGREE OPTION

A typical plan of study for second-degree students is:

JUNIOR YEAR CREDITS

Fall

NURS 303	Theoretical Principles of Professional Nursing Practice	4
NURS 311	Pathophysiology	3
NURS 312	Pharmacology and Nursing	3
NURS 304	Introduction to Professional Nursing	5

Winter

NURS 333	Health Assessment	3
----------	-------------------	---

Spring

NURS 401	Technology in Nursing	2
NURS 305	Nursing Care of the Child-bearing Family	5
NURS 306	Nursing Care of Infants, Children and Adolescents	5
NURS 410	Research and Statistics	3

Summer

NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	2

SENIOR YEAR CREDITS

Fall

NURS 404	Professional Nursing Leadership	3
NURS 402	Mental Health Nursing	5
NURS 403	Community Health Nursing	5
NURS 420	Senior Clinical Practicum	4

Total	59
--------------	-----------

ADMISSION INFORMATION FOR RN TO B.S.N. APPLICANTS

The School of Nursing matriculates registered nurses into the RN to B.S.N. option in the fall and spring semesters of each year. Students should apply for fall admission between September 1 and July 1 and for spring admission between September 1 and November 1. All applications will be considered where the applicant's overall grade point



average is 2.0 or above. The School of Nursing uses the process of rolling admissions in reviewing applications to the RN to B.S.N. program. This means that the earlier one applies and submits all required information, the earlier one will hear about being accepted to the school. The basic criteria for determining admission are:

1. Minimum grade point average of 2.0.
2. Written plan for completion of all required lower-division credits and examinations or nursing transition courses (if applicable) by matriculation date.

Admission Requirements for RN to B.S.N. and RN to M.S. Applicants

All students enter the RN to B.S.N. curriculum or the RN to M.S. curriculum as seniors, after having earned a minimum of 89 semester hours of college credit. Three advanced placement choices exist for earning these prerequisite credits. An admissions counselor will review transcripts and advise applicants about which courses will transfer to the School of Nursing and assist in selecting the best advanced placement choice, given an applicant's academic history and current needs.

ADVANCED PLACEMENT OPTIONS

Examinations

This choice, open to all RNs, requires the completion of 59 credits of general education and the validation of 30 credits of nursing content. The general education credits can be earned at any regionally accredited college or university or through approved credit-by-examination programs, such as the College Level Examination Program (CLEP). In general, few time limitations are placed on the acceptance of previously earned college credits.

The 30 credits of nursing content are validated by taking four ACT/PEP and two faculty-prepared examinations. All six examinations are offered on a Pass/Fail basis, and study guides are available.

The specific ACT/PEP examinations are:
 NURS 426—Professional Strategies
 NURS 457—Maternal and Child Health Nursing
 NURS 554—Adult Nursing
 NURS 503—Psychiatric/Mental Health Nursing

Test sites and dates, registration materials and study guides for these examinations can be requested by writing or calling the American Col-

lege Testing Program, P. O. Box 4014, Iowa City, Iowa 52243, (319) 337-1387 or 337-1363. Scores for the ACT/PEP examinations are valid for seven years.

The specific faculty prepared examinations are:
 NURS 311—Pathophysiology
 NURS 312—Pharmacology and Nursing

Information about the faculty-prepared examinations is sent to prospective students after they have submitted a formal application for admission to the RN to B.S.N. or the RN to M.S. option. Successful completion of the faculty-prepared examinations within one year before beginning the RN to B.S.N. or RN to M.S. option is preferred. Students have two attempts to pass NURS 311, 312, 426, 457, 554 and 503 successfully.

Direct Transfer

This choice, open to RNs who graduated from approved state of Maryland associate degree or diploma programs during or after 1979, allows the transfer of 30 credits of nursing study without requiring the content to be validated by the examinations described above. RNs must enter a B.S.N. program within seven years and must complete the B.S.N. within 10 years of graduation from the basic nursing program.

The 59 credits of general education courses specified below are required for direct transfer. Virtually all general education courses required in the associate degree or diploma program will transfer to the School of Nursing. Up to 62 credits can be transferred from community colleges. (Associate degree and diploma school graduates from 1979-1986 have slightly different requirements.)

Examinations and Direct Transfer

COURSE REQUIREMENTS	CREDITS
+*English composition	6
*General chemistry with laboratory	4
*Organic chemistry with laboratory	4
*Human anatomy and physiology with laboratory	8
*Microbiology with laboratory	4
Psychology	3
Sociology	3
Social science elective (psychology, sociology, anthropology, political science, economics, geography)	3

Human growth and development	3
Mathematics	3
**Humanities (literature, language, art, history, philosophy, speech)	9
Nutrition	3
Electives	6
General Education	59
Nursing	30
Total	89

+ It is strongly recommended that a technical writing course be taken in place of the second English course or as a humanities course or as an academic elective.

* Grade of C or better.

**Must take a course in two of these areas.

Nursing Transition Courses

This choice is open to RNs licensed in Maryland who graduated from an associate degree or diploma program more than seven years ago or who graduated outside Maryland. Upon completion of three nursing transition courses, designed to review and update both general education and nursing content, students are eligible to receive 60 of the 89 credits required for admission to the RN to B.S.N. or RN to M.S. option.

The following chart illustrates the admission requirements under the nursing transition courses option:

COURSE REQUIREMENTS	CREDITS
NTC: Scientific Concepts	
NTC: Social Science/Humanities Concepts	
NTC: Nursing Concepts	
Awarded for successful completion of all three courses	60
+* English composition	6
* General chemistry with laboratory	4
* Organic chemistry with laboratory	4
Nutrition	3
Mathematics	3
Humanities	3
** Social science/humanities/Electives	6
General Education	29
Transition Courses	60
Total	89

+ It is strongly recommended that a technical writing course be taken in place of the second English course or as a humanities course or as an academic elective.

* Grade of C or better required

**Must take a course in two of these three areas.

After completion of the third nursing transition course, students have two years to enter a B.S.N. program.

UPPER-DIVISION CURRICULUM FOR RN TO B.S.N. STUDENTS

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

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

		CREDITS
Fall		
NURS 333A	Health Assessment	3
NURS 404A	Professional Nursing Leadership	3
NURS 331A	Gerontological Nursing	2
NURS 354	Nursing Care of Individuals and Families	7
Winter		
NURS 348	Seminars and Workshops	3
Spring		
NURS 410A	Research and Statistics	3
NURS 318/418	Health Elective	3
NURS 401A	Technology in Nursing	2
NURS 355	Nursing Care of Populations and Groups	7
Total		33

Part-Time Study

Part-time study is available for RN to B.S.N. students who wish to complete the program on a part-time basis over two or three years. A typical plan of part-time study for the RN to B.S.N. students follows.

YEAR 1	CREDITS
<hr/>	
Fall	
NURS 333A Health Assessment	3
NURS 404A Professional Nursing Leadership	3
NURS 331A Gerontological Nursing	2
<hr/>	
Spring	
NURS 354 Nursing Care of Individuals and Families	7
<hr/>	
YEAR 2	
<hr/>	
Fall	
NURS 410A Research and Statistics	3
NURS 318/ Health Elective 418	3
NURS 401A Technology in Nursing	2
<hr/>	
Winter (month of January)	
NURS 348 Seminars and Workshops	3
<hr/>	
Spring	
NURS 355 Nursing Care of Populations and Groups	7
Total	33

ADMISSION INFORMATION FOR RN TO M.S. APPLICANTS

The RN to M.S. program is designed for registered nurses with a baccalaureate degree in another discipline, or for those registered nurses who are without a baccalaureate degree but possess the desire and ability to pursue leadership and specialty preparation at the master's level.

The School of Nursing matriculates registered nurses into the RN to M.S. program in the fall of each year. Students should apply for admission between September 1 and March 1 preceding the fall they wish to begin. Admission is highly competitive.

Criteria for admission include a GPA of 3.0 for all preprofessional course requirements, completion of a course in elementary statistics, current licensure for the practice of professional nursing,

at least one year of relevant professional clinical nursing experience (three to five years are recommended) and evidence of exceptional personal and professional qualifications from three references. A strong background in, or recent review of, physiology and pathophysiology is recommended.

The application process involves two phases. During the first phase, the UMAB undergraduate professional application is filed in the UMAB Office of Records and Registration. The following materials should be submitted to the Office of Admissions and Enrollment Management, School of Nursing, University of Maryland at Baltimore:

1. Transcripts of all college-level work taken to date, including summer sessions. Even if course work taken at one institution appears on an official transcript of another institution, a transcript from the original source is still necessary. Applicants who are diploma school graduates and are entering through direct transfer must also submit transcripts of their diploma course work.
2. Supplemental RN to M.S. program application.
3. Three letters of reference from professional colleagues or supervisors, two of whom must be nurses.
4. Statement of academic goals and objectives.
5. Graduate record examination (GRE) scores. GREs should be taken no later than the February test date.

The completed application materials *and all supporting documents* must be received by March 1 in the School of Nursing, Office of Admissions and Enrollment Management.

Phase two of the application process occurs during the first semester in the program. At that time, students are required to submit the completed application for graduate admission to the University of Maryland Graduate School, Baltimore for the following fall term's enrollment.

Students who do not perform satisfactorily during their first year of the program will not be recommended for progression into a graduate specialty area. Rather, they will be withdrawn from the RN to M.S. program and advised to complete the RN to B.S.N. program.

CURRICULUM FOR RN TO M.S. STUDENTS

The curriculum of the RN to M.S. option combines elements of the B.S.N. program for RNs with the master's program, streamlining progression toward the master's degree. The B.S.N. is awarded at the end of the third semester of full-time study or the equivalent. The program can be completed in five semesters of full-time study.

Major components of the program include the following:

	CREDITS
Baccalaureate content	21
Master's core courses	12
Master's specialty	18-21
Master's thesis/nonthesis option	6
Electives/support courses	1-4
Total	61-64

RN to M.S. Full-time Sample Curriculum Plan YEAR 1 CREDITS

Fall	
NURS 404A Professional Nursing Leadership	3
NURS 333A Health Assessment	3
NURS 342 Conceptual Basis of Nursing Practice	3
NURS 701 Research Designs and Analysis I	3
Winter	
NURS 348 Seminars and Workshops	3
Spring	
NURS 355 Nursing Care of Populations and Groups	7
NURS 401A Technology in Nursing	2
NURS 602 Critical Approaches to Nursing Theories	3

YEAR 2 CREDITS

Fall	
NURS 606 Influential Forces in Nursing and Health Care	3
NURS 702 Research Designs and Analysis II	3
Specialty course work	6

B.S.N. awarded after this semester.

Spring	
Specialty course work	9
Electives/support courses	3

YEAR 3 CREDITS

Fall	
Specialty course work	3-6
Thesis/nonthesis option	6
Elective	1

M.S. usually awarded after this semester.

Total	61-64
--------------	--------------

RN to M.S. Part-time Sample Curriculum Plan YEAR 1 CREDITS

Fall	
NURS 333A Health Assessment	3
NURS 342 Conceptual Basis of Nursing Practice	3

Winter	
NURS 348 Seminars and Workshops	3

Spring	
NURS 404A Professional Nursing Leadership	3
NURS 701 Research Designs and Analysis I	3
NURS 401A Technology in Nursing	2

Summer	
NURS 702 Research Design and Analysis II	3

YEAR 2 CREDITS

Fall	
NURS 355 Nursing Care of Populations and Groups	7

Spring	
NURS 602 Critical Approaches to Nursing Theories	3
NURS 606 Influential Forces in Nursing and Health Care	3

B.S.N. usually awarded after this semester.

YEAR 3	CREDITS
Fall	
Specialty course work	6
Spring	
Specialty course work	6-9
Summer	
Elective	3
YEAR 4	CREDITS
Fall	
Specialty course work	6
Spring	
Thesis/nonthesis option	3
Elective	1
Summer	
Thesis/nonthesis option	3
M.S. usually awarded after this semester.	
Total	61-64

OUTREACH

For almost 20 years, the School of Nursing has delivered outreach credit as well as noncredit programs throughout the state of Maryland. The school has a commitment to serve nurses who reside in educationally underserved areas that are geographically distant from the School of Nursing. Currently, the School of Nursing offers its programs in Allegany, Cecil, Charles, Montgomery, Talbot and Washington counties. Faculty teaching on site and distance education technology are combined to deliver a variety of courses each semester.

Courses from the RN to B.S.N. program have been offered at outreach sites since 1975. The full program of 33 senior-year credits is distributed over a two-year period of part-time study in western Maryland (Cumberland/Frostburg and Hagerstown), southern Maryland (LaPlata) and the Eastern Shore (Easton). New students may enter the program in the fall semester of each year. Students at these sites come to Baltimore for one 3-credit course (NURS 348: Seminars and Workshops) during a January minimester. Nonclinical courses (16 senior-year credits) are offered at two



additional sites: Montgomery County (University of Maryland Shady Grove Center) and Cecil County (Perry Point Veterans Affairs Medical Center). Sufficient student enrollment to support the program is required.

Master's courses are currently offered in western Maryland (Cumberland/Frostburg), Montgomery County (UMS Shady Grove Center) and the Eastern Shore (Easton). Continuing education programs are offered at various locations throughout the state.

GENERAL SCHOOL POLICIES RELATED TO CURRICULUM

Clinical Nursing Courses

The major nursing courses, NURS 304, 305, 306, 326, 330, 354, 355, 402, 403 and 420, usually must be taken within the University of Maryland School of Nursing. However, this policy does not negate the opportunity for RN students to obtain advanced placement in the undergraduate program. In addition, students previously enrolled in a baccalaureate nursing program may be able to transfer credit for nursing courses if the courses are found to be equivalent. Faculty-student ratios for clinical courses are maintained at an average program-wide ratio of approximately 1:10.

Honors Program

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

pharmacy, nursing and social work. The program of study consists primarily of honors sections in biology, chemistry, English, mathematics and social sciences. It also emphasizes independent study courses and honors seminars through which students explore in depth various academic disciplines. For additional information, write to the Chair of the Honors Program Committee, University of Maryland Eastern Shore, Princess Anne, Maryland 21853.

CLINICAL PRACTICE AREAS

Clinical practice areas for the baccalaureate program are provided through arrangements with a wide variety of hospitals and other health care 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.

The School of Nursing currently uses these clinical facilities.

Allegany County Health Department
 Anne Arundel County Health Department
 Anne Arundel Medical Center
 Baltimore City Health Department
 Baltimore County Health Department
 Bay Area Health Care
 Bel-Park Towers
 Carroll County Health Department
 Catonsville Community College
 Cecil County Health Department
 Children's Hospital National Medical Center
 Church Hospital
 Community Pediatric Center
 Crownsville Hospital Center
 Dorchester County Mental Health Clinic
 Eastern Shore Hospital Center
 Fairfax Hospital
 Family Start Program
 Francis Scott Key Medical Center
 Franklin Square Hospital
 Frederick Memorial Hospital
 Frostburg Community Hospital
 Good Samaritan Hospital
 Greater Baltimore Medical Center
 Greater Laurel Beltsville Hospital
 Greater Southeast Community Hospital
 Harbor Hospital Center
 Highland Health Facility

Health Care for the Homeless
 Holy Cross Hospital
 House of Ruth
 Howard County General Hospital
 Howard County Office of Aging
 Howard County Visiting Nurse Association
 Institute of Psychiatry and Human Behavior
 James Lawrence Kernan Hospital, Inc.
 Johns Hopkins Hospital
 Julie Community Center
 Kennedy Kreiger Institute
 Kimbrough Army Community Hospital
 Kirk Army Health Clinic
 Landover Medical Center
 Laurence G. Paquin School
 Maryland General Hospital
 Maryland Institute for Emergency Medical Services Systems
 Memorial Hospital at Easton, Inc.
 Memorial Hospital and Medical Center
 Mercy Medical Center
 Montebello Rehabilitation Center
 Montgomery County Health Department
 Mt. Washington Pediatric Hospital
 National Institutes of Health Clinical Center
 Northwest Hospital Center
 Paul's Place/University of Maryland Nurses' Clinic
 Perry Point VA Medical Center
 Prince George's County Health Department
 Prince George's General Hospital and Medical Center
 Psychiatric Institute of Montgomery County
 Queen Anne's County Health Department
 Sacred Heart Hospital
 Sheppard Pratt Institute
 Sinai Hospital
 Springfield Hospital Center
 Spring Grove Hospital Center
 St. Agnes Hospital
 St. Alphonus School
 St. Joseph's Hospital
 St. Mary's County Health Department
 Suburban Hospital
 Talbot County Health Department
 Taylor Manor Hospital
 Thomas B. Finan Center
 Tri Home Health Care
 University of Maryland Cancer Center
 University of Maryland Medical System
 Veterans Affairs Medical Center-Baltimore



Visiting Nurse Association of Baltimore
Walter P. Carter Center
Walter Reed Army Medical Center
Washington County Hospital
Washington Hospital Center
Way Station
Western Maryland Center
Western Maternity Clinic
York Hospital

EMPLOYMENT OPPORTUNITIES

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. According to a recent NLN survey, 94% of our graduates are employed either prior to graduation or within one month after graduation. Also, 84% of our graduates have found jobs before graduation and an additional 10% found jobs within one month after graduating. Graduates may choose to practice nursing in a hospital or ambulatory care clinic, an extended care facility or a variety of community agencies including schools, health departments, industries, home health agencies and physicians' offices. In addition, graduates may choose a career in civil service, the military or the Department of Veterans Affairs.

Many students choose to enter graduate programs in specialized areas of nursing or professional schools of law or business administration. Current annual salaries for beginning B.S.N. graduates start at \$30,000. The RN who earns a bachelor's degree is usually paid at a higher rate due to previous nursing experience. Nurse managers with B.S.N. degrees are paid approximately \$45,000 annually in selected hospitals.



Eligibility for State Licensure

Graduates of the program are eligible for admission to the National Council Licensure Examination (NCLEX-RN) administered by the Maryland State Board of Nursing (or by any other state board) for licensure to practice nursing. Application is generally submitted before the date of graduation.

UNDERGRADUATE COURSES

NURS 301—Conceptual Foundations of Nursing Practice I (3). This course provides an overview of the philosophy of the University of Maryland School of Nursing and the organizing concepts and desired outcomes of the baccalaureate nursing program. Students will be exposed to a model for knowledge building that will serve as the foundation for present and future learning activities throughout the curriculum. The history of nursing and nursing, family and related theories will be explored.

NURS 302—Conceptual Foundations of Nursing Practice II (2). Continuation of NURS 301 with in-depth explorations of concepts such as social responsibility of the nurse, professional nursing as a proactive force, ethical decision making and legal responsibilities. Models of knowledge building will be further explored. Principles of group dynamics and organizational behavior as they relate to nursing and health care delivery will be introduced. *Prerequisite: NURS 301.*

NURS 303—Theoretical Principles of Professional Nursing Practice (4). Designed to introduce the accelerated second-degree option student to fundamental concepts of professional nursing practice. Beginning with the University of Maryland School of Nursing conceptual framework, the course includes organizing concepts and ways of knowing—empirical, ethical, personal and aesthetic—that guide the practice of professional nursing. The course examines concepts related to the professional role of the nurse, different dimensions of professional nursing practice and the conceptual competencies needed to interact therapeutically with individuals, families and groups. NURS 303 provides the conceptual foundations for theory-guided nursing practice in subsequent courses.

NURS 304—Introduction to Professional Nursing (5). This didactic, laboratory and clinical course introduces students to the nursing process and to its use in addressing common basic needs and responses of the hospitalized person. The student is guided in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication and therapeutic skills necessary to address these common needs and responses. Clinical laboratory and simulated experiences provide opportunities to develop and refine basic clinical practice skills, including medication administration. *Prerequisites or concurrent: NURS 301 or NURS 303 and NURS 311 and NURS 312.*



NURS 305—Nursing Care of the Childbearing Family (5). Didactic and clinical learning experiences will enable students to provide nursing care to the childbearing family during the antepartum, intrapartum and postpartum periods. Emphasis will be on the biological, psychological, social, cultural and spiritual aspects of the childbearing experience. Content will reflect both normal and high-risk care and the integration of empirical, ethical, aesthetic and personal concepts related to reproduction. A major focus will be placed on public health problems, preventive aspects and social issues arising from reproductive health care. *Prerequisites: NURS 304 and NURS 333. Prerequisite or concurrent: NURS 302.*

NURS 306—Nursing Care of Infants, Children and Adolescents (5). Provides didactic and clinical learning experiences designed to enable nursing students to care for infants, children and adolescents. Using the nursing process, this course will

facilitate students' abilities to provide anticipatory guidance, health teaching and acute care to children of all ages in a variety of health settings. Content will reflect integration of knowledge and practice and familial and societal influences on the child. *Prerequisites: NURS 304 and NURS 333. Prerequisite or concurrent: NURS 302.*

NURS 311—Pathophysiology (3). 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 use of the nursing process.

NURS 312—Pharmacology and Nursing (3). Emphasizes the use of therapeutic drugs in the health care setting and their effects upon normal and abnormal physiology. Pharmacologic agents are discussed in relation to their effects on body systems, mechanism of action and excretion, therapeutic usage and nursing implications. The course builds upon the student's understanding of physiological and pathophysiological processes.

NURS 326—Clinical Nursing Elective (3). Offers an opportunity to select and study an area of particular interest in clinical nursing. A variety of clinical nursing practice settings serve as clinical laboratories for learning. Students may elect to participate in a faculty offered course or independent study under faculty mentorship (four weeks). In addition, an eight-week preceptorship may be chosen. This offering places students in a supervised experience in a hospital setting. Students follow the clinical schedule of their preceptor and are paid at competitive hourly rates by the affiliating agencies while earning credit for the experience. *Prerequisites: NURS 305 and NURS 306 or NURS 330.*

NURS 330—Adult Health Nursing (7). Didactic and clinical learning experiences designed to enable students to provide nursing care across the adult life span to clients who are experiencing a variety of complex, acute and chronic health problems in various health care settings, including long-term care and rehabilitation settings. *Prerequisites: NURS 304 and NURS 333. Prerequisites or concurrent: NURS 302 and NURS 331.*

NURS 331—Gerontological Nursing (2). Unique health and nursing needs of elderly clients and their significant others will be explored as will political, social, economic, ethical and moral issues that have implications for an aging society. *Prerequisite or concurrent: NURS 302.*

NURS 333—Health Assessment (3). This course is designed to provide the nursing student with the knowledge and skills necessary to assess individual health as a multidimensional, balanced expression of bio-psycho-social-spiritual-cultural well-being. Course content will reflect a functional health and systems approach to nursing assessment of persons through all developmental stages. Comprehensive bio-psycho-social-spiritual-cultural assessment devices will be introduced to allow students to assess the impact of environmental influences upon individual health. This course includes two hours of class and a three-hour lab. This course is fundamental to all levels of undergraduate nursing education and provides the student with a foundation from which to build and refine nursing assessment competencies. *Prerequisites: NURS 301 or NURS 303, NURS 304, NURS 311 and NURS 312.*

NURS 342—Conceptual Basis for Nursing Practice (3). This course focuses on concepts and theories basic to the practice of nursing. It is designed to assist the registered nurse student in the RN to M.S. option to synthesize previous knowledge and examine advanced theoretical concepts as they apply to individuals, families and their environments.

NURS 348—Seminars and Workshops (3). Focuses on a variety of contemporary issues in professional nursing. Current health policy and professional issues are explored, and innovative and nontraditional nursing roles are examined.

NURS 354—Nursing Care of Individuals and Families (7). Designed to synthesize previous knowledge and apply advanced theoretical concepts in relation to individuals, their families and their environments. Emphasis is placed on applying nursing theory and concepts related to health, stress and family within the framework of the nursing process. Specific clinical experiences are provided with clients experiencing varying stress states. *Prerequisite or concurrent: NURS 333A.*

NURS 355—Nursing Care of Populations (7). This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to populations and their environments. Emphasis is placed on the application of preventive health care and health promotion concepts as well as interventions for at risk populations. The clinical focus is on professional nursing roles and promoting or improving the health of population groups. *Prerequisite or concurrent: NURS 410A.*

NURS 401—Technology in Nursing (2). Provides students with the opportunity to explore the role of the nurse relative to the assessment of health care technologies and information systems and their incorporation into clinical practice. Both current and emerging health care technologies will be explored with an emphasis on the actual and potential effects of these technologies on the work of nurses, the process of care and patient outcomes. *Prerequisites: NURS 301, NURS 304, NURS 311 and NURS 312.*

NURS 402—Mental Health Nursing (5). The content and experiences of this course provide an opportunity for the student to gain an appreciation for the importance of mental health care. The student examines persons from the empiricist view through research and the integration of the biological model; the moral view is evident in the importance placed on the person's rights and an awareness of the many ethical issues surrounding psychiatric care; the aesthetic view focuses the student on the relationship and the skills of communication, empathy and caring that the student brings to bear on entering into and appreciating the person's world; and the personal view encourages the student to engage in a process of self-reflection and evaluation through journal writing, clinical seminars and individual communication with faculty. Students encounter persons exhibiting acute and chronic psychiatric disorders. The nursing needs of these persons are analyzed in light of biological, psychological, cultural, social and spiritual dimensions; reciprocal interaction with families and the environment; and developmental issues. Interventions are aimed at integrating strategies drawn from biological, psychological, social, spiritual and cultural research within the context of a caring nurse-client relationship. Students are encouraged to examine the professional

role of the psychiatric nurse not only with respect to the individual client but also with respect to broader societal issues regarding mental health and mental illness. *Prerequisites: NURS 304, NURS 333, NURS 302 and one 300-level clinical course.*



NURS 403—Community Health Nursing (5). Didactic and clinical learning experiences are designed to enable nursing students to provide nursing care to families, communities and populations within their respective environmental contexts. Epidemiological and sociological principles are stressed and major health problems of specific populations are explored. Awareness of context and social responsibility is emphasized for the development of a personal philosophy of nursing. *Prerequisites: NURS 302, NURS 304, NURS 333 and NURS 330. Prerequisite or concurrent: NURS 410.*

NURS 404—Professional Nursing Leadership (3). This course focuses on the role of the professional nurse as a leader in the health care environment and a manager of clients and clinical situations. Organizational, regulatory, political and interpersonal factors that affect nursing practice and the administration of health care are examined. The concept of social responsibility for the profession, the health care consumer and society will be explored. Previously introduced concepts such as group dynamics, communications, types of health care organization and nursing care delivery systems will be expanded and analyzed through their application to a variety of settings and situations. *Prerequisites: NURS 301 and NURS 302 or NURS 303 and NURS 304.*

NURS 410—Research and Statistics (3). In the context of the total research process, the basic elements of research, including defining the research question, literature search, sampling, research design, measurement and data gathering, statistical analysis and interpretation of results, are presented and their interdependence stressed. Statistics include chi square, correlation, t-test, F-test and analysis of variance (one-way). Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement instruments in terms of reliability and validity is presented. Students critique research reports in the literature. Students also prepare a report of a class research project planned primarily by the instructor. *Prerequisite: NURS 304.*

NURS 418—Special Topics-Electives in Health-Related Courses (3). Focuses on current health-related topics such as ethics and values, holistic health care, issues in the health care of women, oncology nursing and cross-cultural nursing.

NURS 420—Senior Clinical Practicum (4). This course is designed to provide opportunities to apply and synthesize nursing knowledge from other nursing courses to a variety of clinical nursing situations, to further develop and refine clinical practice skills, to continue the development of leadership and management abilities and to further develop and internalize a personal philosophy of professional nursing practice. *Prerequisites or concurrent: NURS 401, NURS 402, NURS 403 and NURS 404.*

PNUR 001—Scientific Concepts Nursing Transition Course (0). Open to RNs who graduated from associate degree or diploma programs more than seven years ago or who graduated from out-of-state programs. Registered nurse students develop the ability to identify, describe and interpret concepts, principles and facts related to the sciences of microbiology and anatomy and physiology. The course design incorporates introductory level chemistry concepts related to the microbiology and physiology content areas. Topics in microbiology include the fundamental properties of microorganisms, their relationships to other life forms and their role in disease. The structure, replication and pathological effects of viruses will be presented, including the response of host to viral infection. Topics in anatomy and physiology include the major organ systems of the body and

their functions, homeostasis, the central nervous system and the effects of drugs. Additional presentations will focus on the characteristics, constituents and diseases of blood, the characteristics of body fluid and renal function. Topics in nutrition and endocrinology will be presented with an emphasis on their physiological roles. The basic concepts of the immune response will also be detailed.

PNUR 002—Social Science Concepts Nursing Transition Course (0). Open to RNs who graduated from associate degree or diploma programs more than seven years ago or who graduated from out-of-state programs. Reflects concepts, work, skills and knowledge derived from the disciplines of anthropology, sociology, psychology, human development, social psychology and communication arts. Updates content from each of the following courses: Oral Communication, Introduction to Psychology, Human Growth and Development, Introduction to Sociology and general electives.

PNUR 003—Nursing Concepts Nursing Transition Course (0). Open to RNs who graduated from associate degree or diploma programs more than seven years ago or who graduated from out-of-state programs. Provides an overview and update of the major concepts of adult medical/surgical nursing, maternal/child nursing, psychiatric/mental health nursing and issues that have contributed to the emergence of professional nursing. This course is designed specifically for the registered nurse, and discussion of any nursing material previously taken will depend on the level of experience of class members. The focus will be on exploring the components of the nursing process—assessment, planning, implementation and evaluation—as a basis for nursing practice and the decision-making process. Included will be the discussion of the nursing process in the delivery of health care to the individual and family in a variety of nursing practice situations and settings. The specific biological, psychological, social and cultural concepts relevant to the health care of the childbearing woman/childbearing family and the psychologically dysfunctional individual and/or family will be discussed. Concepts of pharmacologic nursing and pathophysiology will be integrated throughout the course.



Graduate Programs

OVERVIEW

The graduate nursing program at the University of Maryland at Baltimore is the only comprehensive one in the state and is one of the largest programs in the nation. While the programs are offered in the School of Nursing, they are part of the University of Maryland Graduate School, Baltimore; therefore, they are subject to the requirements of both schools.

The post-baccalaureate master's degree curriculum can be completed in three semesters and a minimester or summer, except for primary care nursing, which requires four semesters. Congruent with the changing needs of society, the master's degree offers a number of specialty options to students. Students are required to develop competence in a specialized area of nursing practice, and opportunity is provided to concentrate (major) in either a clinical or a role specialty area depending on specific career goals and previous preparation.

The School of Nursing has educated more than 1,200 master's degree graduates. The 100 to 125 annual graduates of the master's degree program represent 22 different specialty areas within nursing, including both traditional and nontraditional clinical specialties, such as primary care nurse practitioner, trauma/critical care, gerontology, oncology, high risk neonate, maternal/child health and psychiatric/mental health, including addictions. Graduate programs are also offered in education, administration, informatics and health policy. Multiple tracks are available within areas of concentration to provide individualized courses of study. It is also possible for students to progress from the B.S.N. and from the RN to M.S. in a streamlined program of study. An articulated M.S./M.B.A. program is offered in collaboration with the Robert G. Merrick School of Business, University of Baltimore.

UMAB offers the state's only doctoral program in nursing. The first doctoral candidate was admitted in 1979 and 61 degrees have been conferred thus far. This program prepares graduates for administrative, faculty and research positions in schools, hospitals, community and health care agencies and industry as well as for independent practice in the public and private sectors. Most students enter the doctoral program after having earned a master's degree; however, a post-baccalaureate entry option is also available. This

program is designed to meet the educational needs of nurses who have developed (or are concurrently developing) 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 that address the theoretical and empirical basis for nursing and the techniques of theory building and research. The program is designed with sufficient flexibility to allow students to pursue in depth their individual research interests and career goals within a research-oriented milieu.

Students specialize in either the direct or the indirect sphere of nursing. Those specializing in direct nursing focus on study of the health needs of clients/patients and of nursing action provided directly to clients in a variety of settings. Their research falls within the realm of clinical nursing research. Those specializing in indirect nursing focus on the study of nursing systems and on education and administrative nursing action that facilitates and supports clinical nursing practice. Their research interests fall within the areas of health and nursing services organization, administration, health policy and nursing education and nursing informatics. An articulated Ph.D./M.B.A. is offered for students seeking advanced preparation in nursing and business administration.

Graduate education fosters the responsibility, creativity and self-direction that characterize professional commitment. It also 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. Students gain the opportunity to articulate beliefs, ideas and formulations through interaction with faculty and other members of the academic community.

Purposes and Beliefs

The graduate program of the School of Nursing derives its purposes directly from the underlying philosophy of the School of Nursing. Advanced nursing practice involves theoretically/conceptually based diagnostic reasoning and decision-making strategies in solving complex patient care problems through multiple roles. Graduate nursing

THE UNIVERSITY OF MARYLAND SCHOOL OF NURSING OFFERS THE STATE'S ONLY PUBLICLY SUPPORTED DOCTORAL PROGRAM IN NURSING AND, IN THE LAST DECADE, HAS EDUCATED MORE THAN 1,200 MASTER'S DEGREE GRADUATES IN 22 DIFFERENT SPECIALTY AREAS.



education builds upon the prior education and practice experiences of the adult learner. Graduate education is characterized by a focus on specialization, and a commitment to and involvement in the development and refinement of nursing knowledge. Lifelong learning is a commitment of the professional person.

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

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

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

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

The doctoral program at the University of Maryland at Baltimore is based on the belief that nursing has a distinct body of knowledge that 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 that 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 involve-

ment in the development of nursing knowledge and the refinement of nursing theory. Since the growth process in the student is continuous and the health needs of society change, the graduate program is flexible and dynamic.



Objectives

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

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

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

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

- Utilize a nursing theoretical framework as a basis for professional nursing practice.
- Generate innovative nursing actions based on theories and research in nursing and related fields, and evaluate nursing actions of self and others.

- Incorporate organizational theories and learning theories in the practice of one of the following roles: administration, education, nursing/health policy, informatics and clinical specialization/nurse practitioner.
- Collaborate with health care providers and consumers to achieve shared health care goals.
- Use theory in nursing and related fields and observations in practice to generate hypotheses and conduct nursing research studies.
- Analyze factors influencing the health care system and devise strategies for improving delivery of health care.

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

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

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

GRADUATE ADMISSION

Admission to graduate study at the University of Maryland at Baltimore is the exclusive responsibility of the vice president for research and dean of the Graduate School. Applications to the graduate program in nursing are reviewed by faculty in the student's area of concentration and by the appropriate committee in the School of Nursing. The committee makes the recommendations for acceptance to the vice president for research and dean of the Graduate School.

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. Professional references are required.

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

Senior students in their final semester of work toward a bachelor's degree may be offered provisional admission to the master's degree program pending the receipt of a supplementary transcript recording the satisfactory completion of undergraduate 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 a final transcript indicating completion of the degree. Completed records of all previous work must be received within three months following the completion of such study and the awarding of the degree. The student must matriculate within 12 months after notification of acceptance. If the student does not acknowledge the acceptance, a new application must be submitted for future enrollment. Admission credentials and application data are retained for one year only.



Admission Requirements

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

1. A baccalaureate degree with an upper division nursing major from an NLN-accredited program equivalent to that offered at the University of Maryland School of Nursing.
2. Satisfactory completion of a course in elementary statistics.
3. A photocopy of current licensure for the practice of nursing in at least one state or in a foreign country.
4. Official scores on the aptitude portion of the Graduate Record Examination (allow six to eight weeks for receipt of test scores).
5. Undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.75 and 3.0, provisional acceptance may be considered if the candidate demonstrates graduate study potential by other means.
6. Evidence of personal and professional qualifications from three professional individuals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in graduate school. Suggested sources for recommendations include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses.

7. Personal interviews are required for primary care nursing and are encouraged by all specialty areas.
8. Clinical nursing experience is required for the following areas of concentration: administration, education, nursing health policy, community health, maternal/child health, medical/surgical nursing, gerontological nursing, trauma/critical care—one year of relevant experience, psychiatric nursing—one year in a psychiatric nursing setting; and primary care—two years of full-time recent and relevant clinical experience. (Applicants with less experience may be accepted as part-time students to complete core and nonclinical courses while full-time work experience is being pursued). Faculty should be consulted to determine the specific requirements for each specialty.
9. Completion of an approved physical assessment course is required for all clinical nursing majors except for maternal/child health and community health and home care services where it is highly recommended and for nursing education majors.
10. A strong background in or recent review of physiology/pathophysiology is highly recommended for clinical and nursing education majors.

The nursing program requirements for post-master's entry into the doctoral degree program are:

1. A master's degree with a major in nursing from a program accredited by the National League for Nursing.
2. At least one graduate-level course in research and inferential statistics (minimum 3 semester hours).
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).
5. License to practice professional nursing in at least one state (or in a foreign country).
6. Evidence of personal and professional qualifications from at least three professionals familiar with the applicant's ability, work experience, contributions to nursing and potential to succeed in the doctoral program.

7. A personal interview upon request.

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

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

The offer will specify the time of entrance, which will normally coincide with the requested starting time. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the School of Nursing.

The School of Nursing requirements for the post-baccalaureate entry option into the doctoral program include the following in addition to the master's degree program requirements:

1. A cumulative undergraduate grade point average of 3.5 on a 4.0 scale.
2. Scores of at least 550 on each of the three components of the aptitude portion of the Graduate Record Examination.
3. One to two years of work experience as a registered nurse.
4. Outstanding letters of reference.
5. A personal interview.

Students who do not meet the criteria for this program will automatically be considered for admission to the master's degree program.

If the applicant is unable to enroll at the expected date, a written request for a postponement of the admission date is made through the School of Nursing. The offer of admission lapses after one year and a new application and fee must be submitted to be reconsidered for admission. The current offer of admission from the Graduate School is used as a permit to register. Permanent identification as a graduate student will be issued at the time of first registration.



Admission Procedure

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

1. An application fee of \$40.00 must accompany the application for admission. This fee is not refundable under any circumstances, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.
2. The following materials should be returned directly to the University of Maryland Graduate School, Baltimore, Administration Building, 5401 Wilkens Ave, Baltimore, MD 21228:
 - a. Three copies of the application for admission to the Graduate School.
 - b. Application fee.
 - c. Two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required.
 - d. Official record of the results of: the aptitude portion of the Graduate Record Examination (write to Graduate Record Examination, Educational Testing Service, Princeton, NJ 08540, for details).
3. The following materials should be returned directly to the Office of Admissions and Enrollment Management, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, MD 21201.
 - a. Letters of reference from three professionals, two of whom are nurses.
 - b. Proof of completion of an approved physical assessment course is required for all clinical nursing majors except for maternal/child health and community health, where it is highly recommended, and for nursing education majors.
 - c. Photocopy of current license for the practice of nursing. International students are NOT required to obtain licensure in the United States. The admissions requirement for international applicants is licensure to practice nursing in their home country.
 - d. Proof of satisfactory completion of a course in elementary statistics. If proof of completion of a statistics course is not clearly indi-



cated on a college transcript, the applicant should submit a course description of the course completed. If a course in elementary statistics has not yet been completed, the applicant should submit a written statement to the admissions office indicating when and where the course will be completed and the title of the course.

4. Applications and supporting documents for the master's degree program must be received at the Graduate School by July 15 for the fall semester, by December 1 for the spring semester and by May 15 for the summer session.
5. Applications for admission to the doctoral program are reviewed twice a year. Applications and supporting documents (including GRE 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. The deadline for submission of materials for the post-baccalaureate entry option into the doctoral program is May 1.

Categories of Admission

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

1. **Unconditional graduate status:** applicant meets all requirements.
2. **Provisional graduate status:** applicant does not meet all of the academic requirements for unconditional admission, but demonstrates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must achieve a B grade or above in every course during the first semester of full-

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

3. **Provisional admission with additional specified departmental requirements:** unconditional graduate status will be granted upon attainment of the program's specified requirements.
4. **Incomplete admission:** information on the applicant is incomplete; admission status will be determined on receipt of the completed information.
5. **Nondegree graduate status:** applicant may enroll on a "course work only" basis for a specified period of time if the applicant's record meets Graduate School standards. If a nondegree student subsequently wishes to enter the degree program, reapplication is necessary. Consideration may be given at a later date to the application of credits earned toward a degree program while in this status, but there is no assurance that such requests will be granted. If granted, a maximum of six credits may be transferred. Admission is granted by the vice president for research and dean of the Graduate School and is confirmed by enrollment in the term for which admission is approved.

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

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 at Baltimore is required during two consecutive semesters.

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

Foreign Students

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

All applicants who are not citizens of the United States are classified as foreign students for admission purposes (see the Graduate School catalog for further information).

MASTER OF SCIENCE CURRICULUM

Post-Baccalaureate Master's Degree Program

The post-baccalaureate nursing program leading to a Master of Science degree requires the completion of 42 credits. It can be completed in three semesters; however, most students opt to take some credits in summer or minimester. The exceptions are the primary care nursing specialties requiring 45 credits and four semesters. Starting on the first day of matriculation, a maximum of five years is allowed for the completion of graduate degree requirements. This applies to part-time and full-time students.

Areas of Concentration

Each student selects an area of concentration (major) within a clinical or a functional role area of advanced nursing practice. The student then chooses a specialty track within the area of concentration. The areas of concentration and the related tracks are as follows:



AREA OF CONCENTRATION	SPECIALTY TRACK(S)
Acute/Long-Term Care	Medical/Surgical Nursing Oncology Nursing Trauma/Critical Care Nursing Gerontological/Geriatric Nursing
Community Health	Community Health and Home Care Nursing Services Community Addictions Nursing Intercultural Nursing
Psychiatric Nursing	Psychiatric Nursing
Primary Care Nursing	Adult Nurse Practitioner Geriatric Nurse Practitioner
Maternal/Child Nursing	Perinatal/Neonatal Nursing Neonatal Nurse Practitioner Nursing of Children Obstetrical/Gynecological Nurse Practitioner Pediatric Nurse Practitioner
Nursing Education	Associate Degree Teaching Baccalaureate Degree Teaching Staff Development Teaching
Administration	Nursing Administration Nursing Administration/ Business Administration Nursing Informatics
Health Policy	Nursing/Health Policy

Curriculum Design/Courses

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

Core 12 Credits
Core courses are required of all graduate students regardless of the area of concentration.

Area of Concentration (Major) 18-21 Credits
Specific specialty and support courses are required of students in their chosen area of concentration.

Thesis or Nonthesis Option 6 Credits
Students are required either to complete a thesis or, for the nonthesis option, to take three credits of elective and three credits of NURS 608 and write a scholarly paper. The last chapter of the seminar paper represents the comprehensive examination.

Electives 6 Credits
Electives may include nursing or non-nursing courses and are selected by the student. The number of elective credits is lower in some areas of concentration.



Summary of Design

COURSE	CREDITS	
	General Plan	Primary Care
Core	12	12
Major	18	24
Thesis/Electives	6	6
Electives	6	3
Total	42	45

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

Sample Program Plan for Full-Time Students

SEMESTER 1		CREDITS
NURS 701	Nursing Research Designs and Analysis I	3
NURS 606	Influential Forces in Nursing and Health Care	3
NURS 602	Critical Approaches to Nursing Theories	3
	Specialty I	3
	Support Course	3
Total		15
SEMESTER 2		CREDITS
NURS 702	Nursing Research Designs and Analysis II	3
	Specialty II	3
	Support Courses	6
	Thesis/Elective	3
Total		15
SEMESTER 3		CREDITS
	Thesis/Elective	3
	Specialty III	4-6
	Elective	3-5
Total		10-12
Total Credits		42

Primary Care Recommended Program for Full-Time Students

SEMESTER 1		CREDITS
NURS 701	Nursing Research Designs and Analysis I	3
NURS 602	Critical Approaches to Nursing Theories	3
NURS 611	Introduction to Primary Care Nursing	3
NPHY 600	Human Physiology and Pathophysiology	3
Total		12
SEMESTER 2		CREDITS
NURS 702	Nursing Research Designs and Analysis II	3
	Specialty Course(s)	5
	Support Course	0-3
Total		8-12

SEMESTER 3

NURS 606	Influential Forces in Nursing and Health Care	3
	Thesis/Elective	3
	Specialty Course(s)	5
	Thesis/Elective	3
Total		10-11

SEMESTER 4

	Thesis/Elective	3
	Specialty Course(s)	5
Total		10-11
Total Credits		45-46

Thesis/Nonthesis Option

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

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

Nonthesis: Under the guidance of the advisor, the student takes three credits of electives and three credits of NURS 608, which includes writing one scholarly seminar paper. The last chapter of the seminar paper represents the written comprehensive examination, which must be successfully passed in order to graduate.

M.S./M.B.A. JOINT DEGREE PROGRAM

The School of Nursing and the Robert G. Merrick School of Business at the University of Baltimore offer a joint M.S./M.B.A. program to students seeking advanced preparation in nursing administration and business administration.

The 69-credit curriculum combines elements of the M.S. and M.B.A. programs and can be completed in three years of full-time study. Students may apply to both programs concurrently or may apply to the nursing program first and later apply to the business program when it is appropriate to begin joint degree course work. Individuals must meet each school's admission requirements. Starting on the first day of matriculation, a maximum of seven years is allowed for the completion of the joint program. Contact the Office of Admissions and Enrollment Management of the School of Nursing for further information.

Sample Plan for Full-Time Students in the M.S./M.B.A.

YEAR 1		CREDITS
SEMESTER 1		
NURS 602	Critical Approaches to Nursing Theories	3
NURS 691	Organizational Theories: Applications to Nursing Management	3
NURS 701	Nursing Research Designs & Analysis I	3
MKTG 503	Basic Marketing Management	3
MGMT 502	Productions & Operations	3
Total		15
SEMESTER 2		
NURS 692	Administration of Nursing Service	3
NURS 702	Nursing Research Designs & Analysis II	3
NURS 736	Computer Application	3
OPRE 501	Quantitative Analysis	3
ACCT 501	Financial Accounting	3
Total		15
SEMESTER 3		
NURS 606	Influential Forces in Nursing and Health Care	3
ECON 501	Basic Economics	3
Total		6
YEAR 2		CREDITS
SEMESTER 4		
MGMT 610	Behavioral Factors in Organizations	3
NURS 608	Seminar Paper	3
ACCT 610	Financial Accounting	3
NURS 694/695	Theory & Practice in Nursing Service Administration	6
Total		15
SEMESTER 5		
MKTG 610	Marketing Management	3
ECON 610	Managerial Economics	3
OPRE 610	Management Science	3
FIN 503	Financial Management	3
Total		12
SEMESTER 6		
FIN 610	Financial Management	3
MGMT 675	Strategic Management	3
Total		6

Selection of a thesis option will add 3 credits to the total program. The M.S. requires completion of a noncredit seminar paper.

RN TO M.S. PROGRAM

The RN to M.S. option is designed for registered nurses with a baccalaureate degree in another discipline, or for those registered nurses who are without a baccalaureate degree but possess the desire and ability to pursue leadership and specialty preparation at the master's level. The curriculum combines elements of the B.S.N program for RNs with the master's program and streamlines progression toward the master's degree. All master's program specialty tracks are available to students in the RN to M.S. option.

The students enter as undergraduate seniors, having earned at least 89 credits of undergraduate prerequisite course work. Although two graduate courses are taken during the first year of study, formal entry into the graduate program occurs at the end of the second semester upon recommendation of the advisor. The B.S.N. is awarded at the end of the third semester of full-time study or the equivalent. The program can be completed in five semesters of full-time study.

Major components of the program include the following:

	CREDITS
Baccalaureate content	21
Master's core courses	12
Master's specialty	18-21
Master's thesis/nonthesis option	6
Electives/Support Courses	1-4
Total	61-64

For information about admission requirements, application procedure and the curriculum, consult the *Undergraduate Program* section of the catalog.

DOCTOR OF PHILOSOPHY CURRICULUM

Nurses desiring preparation at the Ph.D. level as scholars and researchers may enter the doctoral nursing program at one of two points in their careers: either 1) after completing the baccalaureate degree with a major in nursing, or 2) after completing the master's degree with subspecialty preparation and a major in nursing. The most

common option is to enter the doctoral program after having earned a master's degree, in which case a minimum of 60 post-master's credits is required. The post-baccalaureate entry option is for exceptionally well-qualified baccalaureate graduates whose career goals are research oriented and who wish to progress as rapidly as possible toward the Ph.D. Subspecialty preparation in a clinical specialty area or in nursing administration, education or health policy is provided, as is advanced preparation in scholarship and research. Students choosing the post-baccalaureate entry to the Ph.D. program must complete a minimum of 84 to 87 graduate credits.



Post-Master's Entry

The post-master's curriculum design includes a required core of nursing courses that incorporates the study of humans and their health, nursing interventions and client outcomes, the environments in which nursing is practiced and the principles and methods of scientific inquiry. Throughout the required core courses, an integrative focus is maintained whereby theoretical and methodological approaches of the biophysical, behavioral/social and health sciences are selected and applied from the perspective of nursing. Within the core courses, students have the opportunity to build upon their educational and experiential backgrounds through a variety of individually selected learning experiences. The specialty component of courses provides additional flexibility to plan a course of study supportive to individual research interests and career goals.

At the doctoral level, students major in either the direct or the indirect sphere of nursing. Students majoring in direct nursing focus their study in clinical nursing research, and those majoring in indirect nursing conduct research related to the systems and activities that support and facilitate direct nursing care. Students develop specialized knowledge in an emphasis area of study within one of the two majors. Examples of emphasis areas within direct nursing are gerontological nursing, family health and illness and mental health, including substance abuse/addictions. Indirect nursing emphasis areas include nursing informatics, nursing education, nursing administration and health policy. Depth of knowledge in the specialty area is developed through required course work and related field experiences, selection of supportive specialty courses from nursing and other disciplines, independent study and the dissertation research.

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

Nursing Theory

14 Credits

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

Research and Statistics

17 Credits

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



Specialty/Elective Courses 17 Credits

This component allows each student to pursue an individualized plan of study that builds a specialized area of competence and is supportive to his/her research interests and career goals. A portion of the elective courses is chosen from other disciplines that contribute to the development of nursing knowledge through their theoretical and methodological approaches.

Dissertation Research 12 Credits

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

SUMMARY OF DESIGN	CREDITS
Nursing Theory (required core courses)	14
Research and Statistics (required core courses)	17
Specialty/Elective Courses	17
Dissertation Research	12
Total	60

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

In accord with Graduate School policy, the student must be admitted to candidacy for the degree Doctor of Philosophy within five years of matriculation and at least one year prior to graduation.

The student may apply for admission to candidacy for the doctoral degree following successful completion (with a grade point average of 3.0 or above) of at least 42 credits of course work, including all required courses and successful completion of preliminary and comprehensive exami-

nations. A typical plan of study for the full-time Ph.D. curriculum follows:

YEAR 1		CREDITS
Fall		
NURS 801	Conceptual Basis for Nursing	2
NURS 803	Conceptualization of Nursing Systems	2
NURS 805	Analysis and Development of Nursing Theory	4
NURS 818	Special Topics in Nursing Research	1
Total		9

Winter		
Specialty/Elective Course		2
Spring		
NURS 802/804	Analysis of Direct/Indirect Nursing Action	4
NURS 813	Design of Nursing Research I	3
NURS 815	Qualitative Methods in Nursing Research	2
Total		9

Summer		
NURS 899	Dissertation Research	2
Specialty/Elective Course		2
Total		4

YEAR 2		CREDITS
Fall		
NURS 811	Measurement of Nursing Phenomena	3
NURS 814	Design of Nursing Research II	2
NURS 816	Multivariate Analysis in Health Care Research	3
Specialty/Elective Course		3
Total		11

Winter		
Specialty/Elective Course		2
Spring		
NURS 806	Seminar in Nursing Science	2
NURS 812	Seminar in Nursing Measurement	3
Specialty/Elective Courses		6
Total		11

Summer	
NURS 899 Dissertation Research	2

YEAR 3 CREDITS

Fall

Specialty/Elective Course	2
NURS 899 Dissertation Research	4
Total	6

Spring

NURS 899 Dissertation Research	4
--------------------------------	---

Note: Preliminary examinations are taken at the end of the spring semester of year one, and comprehensives after the spring semester of year two.

Post-Baccalaureate Entry Option

Students entering the doctoral program through the post-baccalaureate entry option complete a minimum of 84 to 87 graduate credits and can earn the M.S. degree (if desired) upon completion of 42 to 45 credits and a master's comprehensive examination. The program can be completed in four to five years of full-time study and involves fewer credits than when master's and doctoral programs are completed separately.

The major components of the curriculum are as follows:

	CREDITS
Core Courses	36
(Includes nursing theory and concepts—16 credits and research methods and statistics—20 credits)	
Master's Specialty	18-21
Doctoral Specialty/Elective Courses	17
Dissertation Research	12
Total	83-86

In addition, students must complete doctoral preliminary, comprehensive and final oral examinations.

Application is made to the doctoral program; however, a master's level specialty is identified at the time of application. A doctoral-level specialty is identified after the end of the first year of full-time study, at which time students are assessed to determine eligibility to proceed with doctoral study. Admissions are highly competitive and admission criteria are stringent.

A typical plan of study for the full-time post-baccalaureate entry option follows.

YEAR 1 CREDITS

Fall

NURS 805 Analysis and Development of Nursing Theory	4
NURS 818 Special Topics in Nursing Research	1
Specialty (Master's level)	5-9
Total	10-14

Spring

NURS 701 Nursing Research Designs and Analysis I	3
Specialty (Master's level)	6-10
Total	9-13

Summer

NURS 606 Influential Forces in Nursing and Health Care	3
Specialty/Elective	3
Total	6

YEAR 2 CREDITS

Fall

NURS 801 Conceptual Basis for Nursing	2
NURS 803 Conceptualization of Nursing Systems	2
Specialty (Master's level)	7-9
Specialty/Elective	0-3
Total	11-16

Spring

NURS 802 Analysis of Direct Nursing Action	4
or	
NURS 804 Analysis of Indirect Nursing Action	
NURS 813 Design of Nursing Research I	3
NURS 815 Qualitative Methods in Nursing Research	2
Specialty/Elective	0-2
Total	9-11

Master's degree awarded at the end of this semester (optional degree: requires completion of master's comprehensive examination).



Specialty/Elective Courses 17 Credits

This component allows each student to pursue an individualized plan of study that builds a specialized area of competence and is supportive to his/her research interests and career goals. A portion of the elective courses is chosen from other disciplines that contribute to the development of nursing knowledge through their theoretical and methodological approaches.

Dissertation Research 12 Credits

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

SUMMARY OF DESIGN	CREDITS
Nursing Theory (required core courses)	14
Research and Statistics (required core courses)	17
Specialty/Elective Courses	17
Dissertation Research	12
Total	60

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

In accord with Graduate School policy, the student must be admitted to candidacy for the degree Doctor of Philosophy within five years of matriculation and at least one year prior to graduation.

The student may apply for admission to candidacy for the doctoral degree following successful completion (with a grade point average of 3.0 or above) of at least 42 credits of course work, including all required courses and successful completion of preliminary and comprehensive exami-

nations. A typical plan of study for the full-time Ph.D. curriculum follows:

YEAR 1		CREDITS
Fall		
NURS 801	Conceptual Basis for Nursing	2
NURS 803	Conceptualization of Nursing Systems	2
NURS 805	Analysis and Development of Nursing Theory	4
NURS 818	Special Topics in Nursing Research	1
Total		9

Winter		
Specialty/Elective Course		2
Spring		
NURS 802/804	Analysis of Direct/Indirect Nursing Action	4
NURS 813	Design of Nursing Research I	3
NURS 815	Qualitative Methods in Nursing Research	2
Total		9

Summer		
NURS 899	Dissertation Research	2
Specialty/Elective Course		2
Total		4

YEAR 2		CREDITS
Fall		
NURS 811	Measurement of Nursing Phenomena	3
NURS 814	Design of Nursing Research II	2
NURS 816	Multivariate Analysis in Health Care Research	3
Specialty/Elective Course		3
Total		11

Winter		
Specialty/Elective Course		2
Spring		
NURS 806	Seminar in Nursing Science	2
NURS 812	Seminar in Nursing Measurement	3
Specialty/Elective Courses		6
Total		11

Summer	
NURS 899 Dissertation Research	2

YEAR 3 CREDITS

Fall	
Specialty/Elective Course	2
NURS 899 Dissertation Research	4
Total	6
Spring	
NURS 899 Dissertation Research	4

Note: Preliminary examinations are taken at the end of the spring semester of year one, and comprehensives after the spring semester of year two.

Post-Baccalaureate Entry Option

Students entering the doctoral program through the post-baccalaureate entry option complete a minimum of 84 to 87 graduate credits and can earn the M.S. degree (if desired) upon completion of 42 to 45 credits and a master's comprehensive examination. The program can be completed in four to five years of full-time study and involves fewer credits than when master's and doctoral programs are completed separately.

The major components of the curriculum are as follows:

	CREDITS
Core Courses (Includes nursing theory and concepts—16 credits and research methods and statistics—20 credits)	36
Master's Specialty	18-21
Doctoral Specialty/Elective Courses	17
Dissertation Research	12
Total	83-86

In addition, students must complete doctoral preliminary, comprehensive and final oral examinations.

Application is made to the doctoral program; however, a master's level specialty is identified at the time of application. A doctoral-level specialty is identified after the end of the first year of full-time study, at which time students are assessed to determine eligibility to proceed with doctoral study. Admissions are highly competitive and admission criteria are stringent.

A typical plan of study for the full-time post-baccalaureate entry option follows.

YEAR 1 CREDITS

Fall	
NURS 805 Analysis and Development of Nursing Theory	4
NURS 818 Special Topics in Nursing Research	1
Specialty (Master's level)	5-9
Total	10-14

Spring	
NURS 701 Nursing Research Designs and Analysis I	3
Specialty (Master's level)	6-10
Total	9-13

Summer	
NURS 606 Influential Forces in Nursing and Health Care	3
Specialty/Elective	3
Total	6

YEAR 2 CREDITS

Fall	
NURS 801 Conceptual Basis for Nursing	2
NURS 803 Conceptualization of Nursing Systems	2
Specialty (Master's level)	7-9
Specialty/Elective	0-3
Total	11-16

Spring	
NURS 802 Analysis of Direct Nursing Action	4
or	
NURS 804 Analysis of Indirect Nursing Action	
NURS 813 Design of Nursing Research I	3
NURS 815 Qualitative Methods in Nursing Research	2
Specialty/Elective	0-2
Total	9-11

Master's degree awarded at the end of this semester (optional degree: requires completion of master's comprehensive examination).

Summer	
Specialty/Elective	3
Preliminary Examination	
YEAR 3	CREDITS
Fall	
NURS 811 Measurement of Nursing Phenomena	3
NURS 814 Design of Nursing Research II	2
NURS 816 Multivariate Analysis in Health Care Research	3
Specialty/Elective	1-3
Total	9-11
Spring	
NURS 806 Seminar in Nursing Science	2
NURS 812 Seminar in Nursing Measurement	3
Specialty/Elective	6
Total	11
Summer	
NURS 899 Doctoral Dissertation Research	2
Ph.D. Comprehensive Examination	
YEAR 4	CREDITS
Fall	
NURS 899 Doctoral Dissertation Research	4
Spring	
NURS 899 Doctoral Dissertation Research	4
YEAR 5	CREDITS
Fall	
NURS 899 Doctoral Dissertation Research	2
Total	83-86

PH.D./M.B.A. JOINT DEGREE PROGRAM

The School of Nursing and the Robert G. Merrick School of Business at the University of Baltimore offer a joint Ph.D. and M.B.A. program to students seeking advanced research- and practice-based study in the fields of nursing and business administration.

The 85-credit curriculum combines elements of the Ph.D. and M.B.A. programs and can be completed in four years of full-time study. Students may apply to both programs concurrently or may apply to the nursing program first and later apply to the business program when it is appropriate to begin joint degree course work. Individuals must meet each school's admission requirements. Contact the Office of Admissions and Enrollment Management of the School of Nursing for further information.



Sample Plan for Full-Time Students in the Ph.D./M.B.A.

YEAR 1 CREDITS

Fall

NURS 801	Conceptual Basis for Nursing	2
NURS 803	Conceptualization of Nursing Systems	2
MGMT 502	Production and Operations Management	3
NURS 736	Computer Applications	3
Total		10

Spring

NURS 804	Analysis of Direct/Indirect Nursing Action	4
NURS 813	Design of Nursing Research I	3
NURS 814	Design of Nursing Research II	2
Total		9

Summer

MKTG 503	Basic Marketing Management	3
MGMT 610	Behavioral Factors in Organizations	3
Total		6

YEAR 2 CREDITS

Fall

NURS 816	Multivariate Statistics	3
NURS 805	Analysis and Development of Nursing Theory	4
ECON 501	Basic Economics	3
Total		10

Spring

ACCT 501	Financial Accounting	3
ECON 610	Managerial Economics	3
NURS 818	Special Topics in Nursing Research	1
NURS 806	Seminar in Nursing Science	2
Total		9

Summer

NURS 899	Dissertation Research	2
OPRE 610	Management Science	3
Total		5

YEAR 3 CREDITS

Fall

NURS 811	Measurement of Nursing Phenomena	3
----------	----------------------------------	---

BULA 503	Environment of Business and Public Policy or (NURS 606 Influential Forces)	3
----------	--	---

MKTG 610	Marketing Management	3
----------	----------------------	---

NURS 899	Dissertation Research	2
----------	-----------------------	---

Total		11
--------------	--	-----------

Spring

NURS 812	Seminar in Nursing Measurement	3
----------	--------------------------------	---

NURS 899	Dissertation Research	3
----------	-----------------------	---

FIN 503	Financial Management	3
---------	----------------------	---

Total		9
--------------	--	----------

Summer

NURS 899	Dissertation Research	1
----------	-----------------------	---

ACCT 610	Managerial Accounting	3
----------	-----------------------	---

FIN 610	Financial Management	3
---------	----------------------	---

Total		7
--------------	--	----------

YEAR 4 CREDITS

Fall

NURS 899	Dissertation Research	4
----------	-----------------------	---

MGMT 675	Strategic Management	3
----------	----------------------	---

NURS 815	Advanced Seminar in Nursing Research	2
----------	--------------------------------------	---

Total		9
--------------	--	----------

RESOURCES

Over 100 community and health care agencies cooperate with the program in providing sites for clinical and role practicum experiences and for the conduct of research. In some instances, faculty have joint appointments with the school and the agency.

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

In addition to the Health Sciences Library, students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington and the National Library of Medicine in Bethesda, Maryland. (See *The School and Its Environment* for descriptions of other facilities and resources.)

EMPLOYMENT OPPORTUNITIES

Graduates of the master's degree program of the University of Maryland at Baltimore have a variety of employment opportunities. Surveys of recent graduates indicate 100% employment. Approximately 50% of these graduates are employed in hospitals, 30% as faculty in schools of nursing and 20% in other areas including nursing homes and community mental health and public health clinics. Salaries vary with the type of position, the setting, the geographic area and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C., area for new master's graduates range from \$35,000 to \$50,000 per year.

Doctorally prepared nurses are in great demand throughout the nation as administrators, faculty and researchers. Salaries for new doctoral graduates vary with the particular position, the geographic area and the individual background of the candidate, but range from \$45,000 to \$65,000 per year.

GRADUATE COURSES

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

NURS 606—Influential Forces in Nursing and Health Care (3). This core course provides an analysis of health care trends, organizations and settings, and provider and consumer roles in the financing, legislation, regulation, politics, ethics and evaluation of nursing and health care. Emphasis is placed on nursing's role in effecting health care system change and on the effects of external forces on nursing practice. Leadership strategies and nursing roles for influencing practice decisions within the health care system will be examined.

NURS 607—Alcoholism and Family Systems (3). The theory content and clinical practicum of this course are designed for the study of alco-

holism and the concomitant family patterns of organization. The course emphasizes the use of regulatory processes for the restoration of optimal balance within the family and between the family and its environment, the recruitment of family members into treatment and the prevention of illness among vulnerable family members. Offered spring semester.

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

NURS 608—Dual Diagnosis in Substance Abuse Nursing (Section 2) (3). This didactic course prepares the nurse for advanced practice in the understanding, evaluation and treatment of psychiatric problems (depression, anxiety disorders, manic-depressive illness, personality disorders) most commonly co-morbid with problems of substance abuse. The development of treatment plans and nursing interventions based on the nature of the dual diagnosis and individual patient needs is emphasized. This course is required for community addictions nursing students. *Prerequisite: NURS 607 or Clinical Aspects of Drug Abuse.*

NURS 608—Clinical Aspects of Drug Abuse (Section 3) (3). This course consists of two hours of didactic content focusing on pharmacology and emphasizing the clinical aspects of drug abuse. In addition, a supervised, advanced-practice clinical nursing practicum regarding care of the client with substance abuse or addictions problems is completed. Through individually designed clinical experiences students will practice assessment and diagnostic skills, develop treatment plans and participate in the treatment process (involving group, family, individual and/or consultation experiences) for clients who abuse or are addicted to alcohol and/or other drugs.

NURS 609—Critical Issues in Health Care (3). Allows an interdisciplinary group of students to examine the policy, legal and ethical components of a number of critical issues in health care delivery. A variety of teaching techniques, including

case studies, simulations, mock hearings and panel discussions will be used to explore such topics as medical malpractice, rights of patients to refuse treatment, informed consent and substituted consent in medical decision making, regulation of experimental drugs, cost containment in the health care system and delivery of health care to the poor and indigent. The course will be taught by faculty from a variety of disciplines including law, philosophy, nursing, medicine, dentistry, pharmacy, social work and economics.

NURS 610—Studies in Normal and Atypical Growth (2). Includes a study of normal human embryology and provides facilities for an in-depth study of one or more aspects of atypical tissue or cellular growth. Course material is adapted to suit the interests of individual students.

NURS 611—Introduction to Primary Care Nursing (3). Utilizes a seminar alternating with laboratory and clinical experiences that emphasize the development of the expanded nursing role. Students have the opportunity to refine assessment skills as they collect and analyze data in the clinical area using a variety of interviewing, examining and recording skills. Role boundaries, role facilitation and barriers to role implementation are analyzed in seminar sessions. *Prerequisite or concurrent: NPHY 600. Offered fall semester.*



NURS 612—Trends and Issues in Women's Health Care (2). The purpose of this course is to synthesize knowledge skills gained in previous courses to begin to understand the common problems of women in utilization of the health care system. Discussions include social, physical, economic and legal issues that affect the maintenance of health for women in our society. *Prerequisites: NURS 611, NPHY 600, NPHY 610 and NURS 613. Concurrent or prerequisite: NPHY 608. Offered fall semester.*

NURS 613—Clinical Diagnosis and Management I (4). Prepares the student to function at a beginning level as a nurse practitioner in an ambulatory setting. This is the first of two sequential courses that apply the nursing process through communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care and implementing nursing strategies to promote the personal, cognitive and physical health of adults with common health problems. *Prerequisites: NURS 611 and NPHY 610 (can be taken concurrently). Offered spring semester.*

NURS 614—Clinical Diagnosis and Management II (5). Prepares the student to function as a nurse practitioner in an ambulatory setting with clients who have complex health problems. This is the second of two sequential courses that apply the nursing process through communication and assessment skills, interpreting findings applying laboratory diagnostic methods, developing plans of care and implementing nursing strategies to promote personal, cognitive and physical health of clients. Focus is on in-depth knowledge and specialty development. *Prerequisite: NURS 613. Offered fall semester.*

NURS 615—Advanced Primary Health Care of Adults (5). Provides an application of theory to clinical experiences. Seminar sessions designed to assist the student in analyzing multiple variables in health and disease and, through a problem-solving approach, in determining an optimal plan in relation to both short- and long-term goals. The emphasis is on increased independence and decision making in an interprofessional environment. *Prerequisite: NURS 614. Offered spring semester.*

NURS 616—Primary Care of Women (4). Builds upon prerequisite primary care courses to provide the knowledge and skills necessary for a nurse practitioner to manage health maintenance and non-life-threatening disruptions specific to women throughout their life span. Collaboration with other health care providers is emphasized. The content includes normal antepartum and postpartum care, contraception, menopause and common gynecological disruptions including the prevention and treatment of sexually transmitted diseases. *Concurrent or prerequisite: NURS 612. Offered fall semester.*

NURS 618—Special Problems in Primary Care (1-3). An independent study experience that allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the department may elect this experience to study selected concepts relating to primary care nursing. Registration upon consent of advisor. Students may register for varying units of credit ranging from one to three credits per semester with a maximum of six credits per degree.



NURS 621—Medical/Surgical Nursing I (3). This first-level medical/surgical nursing course will be based on a psychophysiological approach to nursing practice. Aspects of health promotion such as proper nutrition, exercise and relaxation will be discussed as well as their physiological indicators. Research concerning the health risks of smoking, stress, hypertension and obesity will be evaluated. Psychosocial aspects of health as well as mechanisms for patient education and adherence will be integrated throughout the

course. *Prerequisite or concurrent: NURS 601 and NURS 602.*

NURS 622—Medical/Surgical Nursing II (3). This second-level medical/surgical course includes physiological aspects of acute care, such as oxygenation, circulation and psychoneuroimmunology, discussed from a psychophysiological perspective. Multidimensional research-based nursing interventions to manage patients with nursing diagnoses such as pain, dyspnea and fatigue, as well as those to promote patient mobility, sexuality and coping will be evaluated and then tested in the clinical area. The course includes lecture/seminar, clinical practice and supervision of clinical experiences in the management of selected patients. Students are encouraged to pursue their own area of clinical emphasis. *Prerequisites: NPHY 600 and NURS 621.*

NURS 623—Trauma/Critical Care Nursing I (3). This first-level clinical course is designed to provide the student an opportunity to explore selected concepts, such as oxygenation/ventilation, transport/perfusion and cognition, which may be altered in the trauma/critical care patient. The assessment process is a major focus. Assessment strategies related to the concepts are presented and clinical experience in a trauma/critical care setting is provided for application and analysis of these assessment strategies. *Prerequisite or concurrent: NPHY 600.*

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

NURS 625—Introduction to Gerontological Nursing (2). This first-level course is designed to provide the student the opportunity to explore systematically concepts pertinent to older adults. Emphasis is placed on maximizing functional health status, patient outcomes and independence of the older adult consistent with the limitations imposed by the aging process and/or chronic ill-

ness. Strategies aimed at promoting, maintaining and restoring health and independent functioning are examined. Implications for clinical practice are considered. *Prerequisite or concurrent: NPHY 600.*



NURS 626—Processes of Aging: Implications for Nursing Care (4). Provides an in-depth analysis of specific concepts related to alterations in health of the older adult, especially the frail older adult. Emphasis is placed on assessment methodologies and research-based interventions designed to assist the individual to cope with acute and chronic alterations in health and, where possible, prevent alterations in health. A clinical practicum is included to provide the student with the opportunity to test theory, expand advanced nursing skills and pursue individual professional goals. *Prerequisites: NURS 625 and NURS 701. Prerequisite or concurrent: NPHY 614.*

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

NURS 629—Oncology Nursing I (3). Provides an introduction to primary and secondary cancer prevention, based on current knowledge of carcinogenesis and risk factors. Diagnosis and staging of cancers, with their implications for therapy and

prognosis, are another area of emphasis. The roles of the nurse in advanced practice are analyzed, with a focus on risk assessment, health education and client care.

NURS 630—Oncology Nursing II (3). Provides the opportunity to apply knowledge of cancer treatment modalities and the pathophysiology of site-specific cancers to symptom management of persons with cancer in a variety of care settings, i.e., acute care, ambulatory care, hospice. Emphasis on the use of nursing diagnoses and nursing research findings in planning, implementation and evaluation of advanced oncology nursing practice. *Prerequisites: NURS 629 and NPHY 600.*

NURS 632—Perinatal/Neonatal Nursing II (4). The second course in the perinatal/neonatal nursing sequence has a dual focus on developing in-depth knowledge of selected health problems of pregnant and postpartum women and infants and their nursing management, and on increasing collaborative and research skills in professional nursing. Application of theoretical and clinical knowledge occurs within an interdisciplinary collaborative relationship. *Prerequisites: NURS 602 and NURS 639. Prerequisite or concurrent: NPHY 608.*

NURS 633—Perinatal/Neonatal Nursing III (2). This is the third course in the perinatal/neonatal nursing sequence. Its focus is on the theoretical basis of perinatal and neonatal nursing for the clinical nurse specialist. The content is highly specialized to areas of importance for advanced nurses in the management of obstetric and neonatal patients and their families. Emphasis is placed on current nursing management and the application of research findings in the planning, implementation and evaluation of advanced perinatal/neonatal nursing practice. *Prerequisites: NURS 639, NURS 632, NURS 681 and NURS 687.*

NURS 635—Practicum in Perinatal/Neonatal Clinical Nurse Specialization (4). The focus of this course is on the application of theory from the areas of perinatal/neonatal nursing and clinical nurse specialization to clinical practice. Through supervision seminars and preceptored clinical experiences, the student implements the role of the perinatal/neonatal clinical nurse specialist.

NURS 638—Special Problems in Perinatal/ Neonatal 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. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. Registration upon consent of advisor.

NURS 639—Advanced Nursing of the Childbearing Family and Neonate (4). The purpose of this course is to introduce the role of the neonatal nurse practitioner/clinician in the management of normal and high-risk families and infants. The focus of the course is to develop skills in physical and psychosocial assessment of childbearing families during all phases of the childbearing process: antenatal, intrapartum, postpartum and the neonatal period. Special emphasis will be placed on events during the antenatal, intrapartum and postpartum period that impact the neonate and on application of the advanced nursing role in improving outcomes and care of these families, particularly the family at risk.

NURS 640—Advanced Nursing of the High-Risk Neonate I (5). The purpose of this second clinical course is to develop the knowledge and skills necessary in caring for infants at risk. The emphasis is on the development of a physiologic basis for managing care of the high-risk neonate. Concepts presented include a discussion of embryology, pathophysiology and management. Students will expand their skills in providing and managing care of the high-risk neonate. Role development continues as students explore the impact that the neonatal nurse practitioner has on improving services to high-risk infants and their families within the neonatal intensive care unit. *Prerequisite: NURS 639.*

NURS 641—Nursing of Children I (4). This course is the first clinical level in the maternal/child health nursing sequence and is open to nonmajors as well as majors. It consists of an exploration of topics related to health promotion and health behaviors in the maternal/child health setting. Focus is on the nurse as an

advanced practitioner, emphasizing the application of conceptual frameworks, clinical expertise and patient teaching. Both core content in maternal/child health and specialized pediatric nursing topics are included. *Prerequisite: NURS 602.*

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

NURS 643—Nursing of Children III (2). In this course the student explores further the knowledge fundamental to the clinical nurse specialist's role and practice in maternal/child care settings. The practicum includes application and analysis of intervention strategies utilized by the clinical nurse specialist. Students work closely with mentors in selected nursing of children health care settings to develop their role as clinical expert, educator, consultant, research and change agent. Course content and requirements also include selected nursing of children clinical topics relevant to advanced practitioners. *Prerequisites: NURS 641 and NURS 642. Offered fall semester.*

NURS 644—Theoretical Issues in Adolescent Nursing Care (3). The purpose of this course is to enhance the student's ability to provide effective nursing care to adolescents in a wide variety of care settings, by developing a theoretical nursing framework for understanding the physical, sociopsychological and cognitive aspects of health development in adolescence. The course will also explore the current research regarding common health problems as well as other challenges facing adolescents in attaining optimum wellness and will present a variety of theory-based intervention strategies for nursing care. Finally, the course will explore public policy and strategic planning for improving the health status of the nation's adolescents.

NURS 645—Practicum in Pediatric Clinical Specialization (4). This is the third clinical course in the maternal/child nursing sequence. Its focus is on the application of theory from the areas of pediatric nursing and clinical nurse specialization to clinical practice. Through supervision seminars and clinical experiences with preceptors, the student implements the role of the pediatric clinical nurse specialist.

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

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

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

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

NURS 653—Group Theory and Practice II (3). Designed to further develop the student's theoretical and clinical expertise in group work and group psychotherapy. Emphasis is placed on the role of the therapist in integrating and using theoretical concepts in clinical group practice and in developing skills in supervision. Specialized group

therapy techniques and research related to group therapy techniques and group practice are reviewed. *Prerequisite: NURS 652.*

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

NURS 655—Orientation to Critical Concepts in Family (3). This course provides an orientation to the theories and techniques of family therapy. Emphasis is on family systems theory (The Bowen Theory) and development of observational skills and interview experience with selected families.

NURS 656—Introduction to Clinical Practice with Families (3). This course provides an orientation to the role of the clinician in family therapy. Emphasis is on the identification of existing family behavior patterns. Clinical practice with at least one family is included. *Prerequisite: NURS 655.*

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. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. Registration upon consent of advisor.

NURS 670—Issues in School Health (3). This course analyzes the roles, responsibilities, current theoretical frameworks and issues of nursing practice related to health promotion, health teaching and maintenance of students in educational settings from kindergarten through college. Focus is on school health in its social, cultural, political, legal and professional context. *Offered spring semester.*



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

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

NURS 673—Community Health Nursing II (3). The theory, content and clinical practicum of this course are designed for the study of families, neighborhoods and other support systems, with an emphasis upon nursing interventions. *Prerequisite: NURS 671 or permission of instructor.*

NURS 674—Community Health Nursing within the Health Care System (2). This advanced course relates the health level of a community to the organization of its health care system. The forces that are shaping the organization and delivery of community health nursing services are analyzed. An examination of theory and research, and comparison of various systems of health care organization, provide the basis for discussion. Open to non-nursing majors with permission of instructor. *Offered spring semester.*

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

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

NURS 677—Food Addictions, Eating Disorders and Weight Control (3). The theory, research content and field experiences of this course focus on food addictions, eating disorders, the regulation of appetite and weight control and the role of the nurse as it relates to care of clients experiencing these problems. Health implications and the importance of family dynamics in the care of clients are emphasized. *Offered fall semester.*

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. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. Registration by consent of advisor.

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

NURS 681—Clinical Nurse Specialist Role I (1). This is the first of a two-course series that examines the knowledge base fundamental to the role of the Clinical Nurse Specialist (CNS) in health care settings. Course content focuses on the theory and intervention strategies utilized by the CNS in the role emphasizing the components of expert clinician, educator and consultant.

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



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

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

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

NURS 687—Clinical Nurse Specialist Role II (1). This is the second of a two-course series that examines the knowledge base fundamental to the role of the Clinical Nurse Specialist (CNS). Course content focuses on the theory and intervention strategies utilized by the CNS in the role emphasizing the components of researcher, change agent and collaborator. *Prerequisite: NURS 681.*

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

NURS 689—Special Problems in Clinical Specialization (3). Independent study in any area of clinical specialization. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. Registration upon consent of advisor.

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

NURS 691—Organization Theory: Application to Nursing Management (3). This is the first course in the nursing service administration series, and it serves as a foundation for other curriculum offerings. The content is based upon social science

theories and the administrative elements of planning, organizing, leading and evaluating especially as these are evident in the organizational setting. Management principles are outlined and issues related to organizational behavior in the health care industry are discussed. A realistic focus is developed through the use of simulation, small group exercises, self-assessment instruments and audio visual aids. Active involvement is expected of all enrolled participants.



NURS 692—Administration of Nursing Service (3). This is the second course in the nursing service administration series. The focus is on the process of nursing administration. Advanced management principles and practices are studied in view of the nursing leadership role. This course is roughly divided into two sections—professional and organizational dynamics of administration. Professional dynamics include prototypic technology, quality assurance systems, strategic planning and resource analysis. Content is specific to issues evolving within an ever changing health care system. Case analysis is used to ensure analytical thinking and relevancy. Business planning is used to stimulate the thoughtful development and analysis of decisions designed to guide organizational futures. Principles of adult learning are employed and the class is conducted in seminar fashion. *Prerequisite:* NURS 691.

NURS 694—Theory and Practice in Nursing Administration (6). This is the capstone course of the nursing service administration track for students preparing for first or middle management nursing positions. The learner is exposed to nursing management and/or leadership in a real-world

setting. Students are assigned to a health care agency where they become involved with the integration of theory into practice and time is allotted for empirical study of a specific problem or content area within the scope of nursing administration. *Prerequisites:* NURS 690, NURS 691 and NURS 692.

NURS 695—Theory and Practice in Nursing Administration—Advanced (6). This is the capstone course of the nursing administration track for students preparing for advanced or executive leadership and management responsibilities in a selected health care delivery system. Professional goals and learning needs are identified and the student negotiates personal and program objectives with a preceptor and faculty in order to prepare for an executive nursing administration position. Time is allotted for empirical study of a specific problem or content area within the scope of nursing administration. A two-hour seminar period is held each week when students share practicum experiences and receive assistance in analyzing them. Students spend a minimum of 160 hours in the field agency during the course of the semester. This course is designed for students with two or more years of formal nursing administration experience. *Prerequisites:* NURS 690, NURS 691 and NURS 692.

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

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. Students may register for one to three credits per semester with a maximum of six credits per degree. Registration by consent of advisor.

NURS 699—Theory and Practice in Nursing-Health Policy (6). This culminating course provides nursing-health policy majors the opportunity to enhance their policy-related skills through observation and direct participation in the policy process within a governmental or private agency that deals with health care issues. Place-

ment is in accord with students' special policy interest in the nursing/health care field.

NURS 701—Nursing Research Designs and Analysis I (3). Includes understanding scientific thinking and quantitative methods of research beyond the introductory level. The research literature in nursing and health is used to illustrate and evaluate application of these principles. Univariate and bivariate research designs are stressed. Working in teams, students plan and implement a nursing research project.

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

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

NURS 705—Medical Anthropology for Health Professionals (3). This course is for graduate level health professionals who do not have extensive backgrounds in culture theory. Medical anthropology (which focuses on health and illness from a holistic, cultural perspective) contributes substantially to understanding sociocultural processes involved in health and healing. Cultural adaptation is a central concept and is reflected in nutrition, illness, behaviors, stress management, belief systems and numerous other patterns. Models of ethnomedicine (culturally oriented systems of medicine and treatment) and ethnocaring (traditional systems of care) are discussed to illustrate concepts of disease causation, healing practices and caring patterns in traditional and industrialized cultures. The course also examines relationships between Western and alternative systems of health care and medicine.

NURS 707—Health, Health Care and Culture (3). This course is designed to expand sensitivity, awareness, knowledge and skills necessary to work effectively with individuals or groups whose cultural backgrounds differ from the provider's. Themes of health, illness and the provision of culturally congruent care make the course appropriate for master's and doctoral students interested in helping personnel of health care delivery and health policy formulation systems acknowledge and accommodate culture-specific consumer needs.

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

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

NURS 711—Health Supervision of the Well Child II (3). This is the second of two sequential courses that apply the conceptual frameworks and the nursing process through the use of communication skills, assessment skills and the development, implementation and evaluation of plans of care. This course focuses on the personal, cognitive and physical health needs of school-age children and adolescents. Normal growth and development are emphasized. *Prerequisite: NURS 710 or permission of instructor. Offered fall semester.*

NURS 712—Quality in Health Care (3). This course presents a comprehensive practical overview of the concepts, tools and organizational models used to improve the quality of all products and services in health care. Concepts, principles and philosophies are illustrated with applications from the clinical setting. Content is relevant to all nurses who will provide leadership in clinical practice, management or education.

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

NURS 714—Common Health Problems of Children II (3). The focus of this second of two sequential courses is selected health care problems of children and the underlying alterations in health equilibrium. The problems considered will be of a more complex nature or more prevalent for older children and adolescents. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. *Prerequisite: NURS 713. Offered fall semester.*

NURS 715—Advanced Primary Care of Children (5). Designed to assist the student to integrate and synthesize the material from all course work, material previously learned and some new concepts relevant to the pediatric nurse practitioner in primary care. Clinical experiences require that the student assume a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team. *Prerequisites: NURS 711 and NURS 714.*

NURS 736—Information Technology in Nursing and Health Care (3). This introductory course in nursing informatics is designed to foster

attainment of the knowledge, skills and attitudes essential for the use of computerized systems as tools in nursing administration, education and clinical practice. Emphasis is given to the nursing application of information technology. Components of computer technology will be identified and defined, and their functions analyzed. Clinical, administrative and educational computer applications will be analyzed. Resources that can assist the nurse and health care professional to learn more about computers in health care will be discussed. The social, ethical and legal issues associated with computerized health care delivery systems will also be analyzed. Learning activities will include using word processing, data base management, presentation graphics and spreadsheet as nursing tools; identifying bibliographic resources through on-line computer searching; evaluating computer software; and analyzing principles of computerized administrative systems to propose solutions for existing concerns in nursing.

NURS 737—Concepts in Nursing Informatics (3). This second-level nursing informatics course is designed to further develop the skills of information technology introduced in NURS 736 and to emphasize the principles and practices of nursing informatics. Functions of the role of selection, implementation and evaluation are explored in depth. Principles of change and other organizational theories are also considered in relation to information system planning, implementation and evaluation. In addition, the analysis of nursing data, management of ongoing nursing information systems, use of decision support systems in nursing and use of standardization in system development are examined. The impact of computerization on health provider roles and on emerging information technology roles is analyzed. Learning activities will include development of an RFP for an appropriate nursing information system to meet identified nursing needs, planning the implementation of a nursing information system, and identifying the impact of selected trends on the design of nursing information systems. *Prerequisites: NURS 736, NURS 691 and IFOA 601.*



NURS 738—Practicum in Nursing Informatics (3). Practical experience in selected agencies with preceptors reinforces and enhances nursing information system specialist skills needed in analyzing, selecting, developing, implementing and evaluating nursing information systems. Experiences also allow students to analyze the information technology roles of their preceptors. Experience in project management and user research findings are emphasized. During the practicum, students will work with a graduate-prepared nurse who is functioning within the field of nursing informatics. Students may be assigned to health care agencies, vendor agencies or consulting agencies for the practicum. A two-hour seminar period is held every other week in which students share practicum experiences and receive help in analyzing them. An average of eight hours a week (96 hours total) will be spent in the field agency. *Prerequisites:* NURS 691, NURS 736, NURS 737; IFOA 601 and a second information systems management course.

NURS 740—Advanced Nursing of the High-Risk Neonate II (3). This third clinical course offers students the opportunity to begin to apply the material learned in the first two clinical courses in the Neonatal Intensive Care Unit (NICU). While the second course provided the physiologic base for provision of care and the opportunity to develop skills, this course enables students to participate in case management of high-risk infants and families. Clinical experiences provide students with the opportunity to integrate knowledge and skills in managing care of high-risk infants and families in the clinical setting. Continuing focus on role development will also occur. Implementation of the research project

will begin during this session. *Prerequisites:* NURS 639 and NURS 640. *Offered summer semester.*

NURS 741—Advanced Nursing of the High-Risk Neonate III (6). This fourth clinical course is the final synthesis course in the clinical sequence. Students will continue to manage care of the high-risk neonate with an emphasis on developing collaborative relationships with other members of the health care team. With completion of this course and NURS 742, the student will meet all requirements specified by the National Certification Corporation (NCC) for the certification examination as a neonatal nurse practitioner. Continuing discussion of the advanced practice role is also completed in this course. *Prerequisites:* NURS 639, NURS 640 and NURS 740. *Offered in fall semester.*

NURS 742—Primary Care of the High-Risk Neonate (2). The seminar will provide students with the skills necessary to provide primary health care to high-risk infants in the home and at follow-up clinics. Course material will include detailed physical assessment skills of the infant through the first year of life. The clinical component will include preparation for discharge, community resources, home visits and experience in the ambulatory setting. Small group clinical seminars will focus on critical analysis of primary health care issues for the high-risk infant in the home and follow-up clinic. Through clinical practice, the student will demonstrate advanced clinical skills in the assessment, intervention and management of the high-risk infant after discharge from the acute care setting through the first year of life. *Prerequisites:* NURS 639, NURS 640 and NURS 740. *Offered fall semester.*

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

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

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

NURS 759—Violence as a Health Care Problem in America (2). This course provides students the opportunity to identify and analyze the issue of violence and how violence influences health care and society. Broad areas to be covered will include theoretical approaches to the study of violence; clinical manifestations of various forms of violence; and interventions at the individual, family and societal level. Specific topics will include family violence, rape and sexual assault, stranger assault, violent patients, violence to patients and societal aggression and violence.

NURS 772—Issues in International Health and Nursing (3). This elective uses the World Health Organization (WHO) concept of primary health care as a framework for focusing on health in developing countries. Students explore environmental, sociocultural, political and economic factors influencing health in developing countries; discuss parallels and contrasts with industrialized

countries; and apply the principles of primary health care to understand strategies for improving health. Experiential learning is emphasized, along with lectures, discussion, readings and films. Students from any UMAB school are welcome.

NURS 773—Cultural Diversity and Health (3). The goal of this course is to provide students with an opportunity to explore cross-cultural considerations that affect the provision of nursing services for select populations. Students will explore culturally universal themes and core concepts that influence health beliefs and behaviors. Students will analyze current issues involved in community-based care with culturally diverse groups. The professional nurse's role in meeting the health care needs of individuals, families and groups in the community is addressed.



NURS 774—Culture and Communication (3). In this course, students will examine factors that limit individual and family use of health interventions with particular emphasis on language, stressors affecting the management of health concerns and characteristics of health services that are impediments to their use. Particular emphasis is given to facilitating communication with clients and promoting the use of available services with respect for cultural health practices.

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

NURS 776—Culture and Health Services (3). The purpose of this course is to enhance the analytic and comparative skills of the intercultural nursing student through a study of community health nursing services for culturally diverse groups. Policy issues, standards of care, informed choice and consent as well as social-cultural norms will be considered. Students will have an opportunity to apply analytical and planning skills to the problems identified among culturally diverse groups regarding access to and utilization of health services.

NURS 777—Ethnographic Field Techniques in Health Care Settings (3). This is a course in the logical sequencing and conduct of qualitative research field techniques in clinical contexts. Students analyze theoretical orientations to qualitative research. Triangulation and the appropriate blends of qualitative/quantitative approaches to clinical research questions are examined.

NURS 789—Fundamental Tools of Qualitative Inquiry (3). This course immerses students in the hands-on, experiential process of conducting qualitative research. In-class activities involve students working together and individually to formulate appropriate research questions, conduct in-depth interviews, generate accurate and reliable field notes and thick descriptions, manage text data, and code and analyze qualitative data. Each student will complete a small research study of interest. *Prerequisites: NURS 702 and NURS 815 or a comparable course on qualitative research.*

NURS 790—Ethics and Nursing Practice (3). The purpose of this elective course is to enhance the graduate student's ability 1) to describe and analyze moral concepts foundational to nursing practice and 2) to apply elements of these concepts in the practice of nursing. The historical development of these concepts in the professional ethic will be presented and theories of medical and nursing ethics will be analyzed. Opportunity will be provided for the student to apply elements of these concepts and theories of ethics to the practice of nursing through a case study approach.

NURS 791—Contemporary Ethical Theory (3). This course is for philosophy majors and for graduate-level health professionals. The "care ethic," which stresses personal responsibility and solicitude for identified others, has been associated with a "feminine" philosophical perspective. It is also claimed by some health professionals to be particularly applicable to biomedical ethical issues. This course will provide an intensive study of the "care ethic" by examining its strengths and weaknesses for personal morality, social policy and professional conduct. It will also examine the possibility of "evil caring" and make applications of the "care ethic" to euthanasia, abortion, aging and drug and sex education.

NURS 792—Ethical Issues at the Edges of Life (3). The purpose of this elective course is to enhance the graduate student's ability to analyze and discuss selected issues of moral concern at two points on the life continuum—the beginning and end of life. Students will have the opportunity to develop and defend ethical positions concerning selected moral issues. These issues at the edges of life will be analyzed in terms of their historical, political and legal developments.

NURS 793—Organizational Transformation (3). This course focuses on organizational evaluation, and strategic redesign of health care systems. Issues creating an impetus for organizational change will be examined. Theories and models of traditional organizational structure and of creative and collaborative redesign will be discussed. *Prerequisites: NURS 692 and NURS 702.*

NURS 794—Use of Critical Theory in Qualitative Research (3). This elective research course introduces students to new paradigmatic perspectives as the basis for inquiry in the human sciences. It highlights qualitative methods of inquiry that are relevant to emerging issues, epistemological developments and the evolution of the philosophic foundations reflected in research in nursing, health care and education. Students are expected to be active participants in class discussions and the development of individual research projects. *Prerequisites: NURS 702 and NURS 815 and a comparable course on qualitative research or permission of instructor.*

NURS 797—Policy and Politics in Nursing and Health Care (3). This elective course explores the U.S. health policy-making system, including policy paradigms, political ideology and dynamics as well as federal-state relationships. Emphasis is on development of strategies to preserve quality in and access to health care services.

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

NURS 801—Conceptual Basis for Nursing (2). Provides experience in conceptualizing clinical nursing phenomena 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, and middle-range theories relevant to nursing practice are explored.

NURS 802—Analysis of Direct Nursing Action (4). Clinical settings are utilized for the examination of client states and nursing interventions. From a theoretical perspective students develop and implement a plan for studying nursing interventions and the client states and outcomes that are stimuli for and responses to nursing actions. *Prerequisite: NURS 801.*

NURS 803—Conceptualization of Nursing Systems (2). This course is designed as an overview of the social, political and organizational contexts within which nursing is practiced and taught. It emphasizes the impact of organizational characteristics on the delivery of clinical services and describes selected current health policy issues as they affect health care delivery systems and nursing roles and practice.

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 that influence the acquisition and use of nursing resources, the regulation of nursing practice, authority and decision making as well as conflict management in organizations. *Prerequisite: NURS 803.*

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

NURS 806—Seminar in Nursing Science (2). Philosophical, theoretical and professional issues to be considered in discovering and verifying nursing knowledge are addressed. Approaches to theory development in nursing are examined and applied. *Prerequisites: NURS 805 and NURS 811.*

NURS 808—Special Problems in Nursing Science (1-3). Students select a topic of interest within nursing science to be studied under a faculty member's guidance. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of six credits.

NURS 811—Measurement of Nursing Phenomena (3). The theoretical basis of measurement is presented as a foundation for the development and evaluation of measurement tools for use in nursing research. Types of measures, techniques of construction, the statistical analysis of reliability and validity and strengths and limitations for use of selected measures in nursing research will be presented. Nursing research studies are evaluated relative to measurement theory. Tools and procedures—including those used to measure affective, cognitive, behavioral and physiological aspects of selected concepts—are evaluated. *Prerequisite: NURS 813 or equivalent.*

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



NURS 813—Design of Nursing Research I (3). The emphasis in this course is on the acquisition of methods and techniques for extending the scientific base of knowledge for nursing practice. Published research studies address questions of impact to nursing. Experimental and quasiexperimental designs and related statistical procedures are examined in terms of their appropriateness for addressing various nursing problems. Selected probability sampling designs are addressed.

NURS 814—Design of Nursing Research II (2). Emphasis is on survey research designs and related analytic procedures for the study of nursing problems. Sampling theory and procedures and strategies for managing large data sets are included. *Prerequisite: NURS 813.*

NURS 815—Qualitative Methods in Nursing Research (2). This course is designed as an overview to promote understanding of the qualitative paradigm and research methodologies as viable alternatives or supplements to quantitative approaches. Emphases include research design; data collection, analysis, interpretation and evaluation; and ethics and cross-cultural issues. By com-

pletion of the course, students should be competent consumers of reports of qualitative studies, and aware of opportunities for and contributions of qualitative inquiry.

NURS 816—Multivariate Analysis in Health Care Research (3). Introduces multivariate procedures most useful in health care research, including multiple regression, multivariate analysis of variance, principal components analysis, factor analysis and discriminant analysis. Computer programs are used in data analysis from actual research situations.

NURS 817—Repeated Measure ANOVA Designs in Nursing and Health Care Research (2). Analysis of variance designs involving repeated observations on the same cases. Topics include one-way and factorial designs, repeated measures analysis of covariance and doubly multivariate designs.

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

NURS 828—Issues in Nursing Scholarship (2-3). Students have the opportunity to identify and analyze professional issues confronting the nurse scholar. Issues will be presented and discussed, and students will be expected to make appropriate applications to their role as a nurse scholar. Among the issues are: research priorities, options in career patterns, ethics and politics of science, protection of human subjects, grants as well as publishing and presenting research. When appropriate, diverse perspectives will be presented. Students will be expected to synthesize the material and identify the principles appropriate for their own career. *Prerequisites: NURS 805, NURS 811 and NURS 813.*

NURS 836—Judgment and Decision Making in Nursing Informatics (3). This course reflects the central role of decision science in utilizing nursing informatics to improve patient care. It analyzes selected decision science theories and relevant research that supports and directs the field of nursing informatics. Decision sciences include



statistically based models of clinical judgment, information processing theory of clinical judgment and theories for knowledge and skill acquisition. Case simulations, protocol analysis, knowledge engineering, decision analysis models, grounded theory, neural networks and ways of knowing are evaluated for their usefulness to nursing informatics. *Prerequisites: NURS 737, NURS 804 and NURS 813.*

NURS 837—Nursing Informatics in Quality of Care (3). This companion course to NURS 836 addresses aggregate-level data analysis in the application of nursing informatics to describing, improving, measuring and delivering quality care. It employs a broad definition of systems and analyzes selected systems theories and relevant research that supports and directs the field of nursing informatics and its use of available and emerging technology. Theories are applied to the study of systems to determine their definitions and boundaries, facilitate the application of quality of care models, and enhance the access, quality and cost-effectiveness of care. A multidimensional model provides a framework for studying the direct and indirect effects of nursing informatics technology. *Prerequisite: NURS 836.*

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

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

NURS 883—Research and Theory in Family Health Nursing (3). Provides an opportunity to explore and evaluate theories used for the study of families within the nursing context. Nursing perspectives of the family over the family life cycle are considered. Emphasis is placed on analyzing

theoretical and conceptual issues in nursing related to the family and to the design and implementation of family nursing research studies, measurement of family variables and analysis of family data.

NURS 885—Ethical Inquiry in Nursing (2). The purpose of this elective course is to enhance the doctoral student's ability to 1) explore traditional approaches to ethical inquiry, 2) analyze the current state of ethical inquiry in nursing and 3) propose theoretical and methodological approaches for a selected research interest in health care ethics.

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

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

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

NURS 899—Doctoral Dissertation Research (1-3). Variable credit.

NPHY 600—Human Physiology and Pathophysiology (3). Focuses on the study of selected areas in normal human physiology and pathophysiology. Emphasis is placed on the analysis of normal function using a problem-solving process.

Major regulating and integrative mechanisms and examples of nonoptimal to pathological function are elaborated to elucidate a conceptual approach to the physiologic basis of nursing practice. The course builds upon a basic knowledge of physiology.

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

NPHY 610—Methods and Principles of Applied Physiology (3). Designed to provide the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific physiologic principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health care settings. *Prerequisite: NPHY 600.*

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

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

NPHY 620—Physiological Alterations in the Critically Ill Patient (3). Includes lectures defining and describing alterations in the physiological processes commonly seen in trauma/critically ill patients and application of this theory base through supervised clinical experience in a trauma/critical care unit. The course is designed to enhance the student's assessment skills and knowledge base of pathophysiological findings. *Prerequisites: NPHY 600 and NURS 623.*

HGEN 635—Applied Human Genetics (2). This course is provided for students in nursing and other allied health professions. With the explosion of information in the field of genetics and its predominance in the lay press, it is important that all professionals have some awareness of the issues and advances in genetics. Topics include patterns of inheritance, DNA to protein synthesis, chromosome abnormalities, genetic syndromes, principles of teratology as well as discussions of prenatal diagnosis and genetic engineering. Each student will be required to prepare a case study of an individual's genetic background.



Administration and Faculty

MANY OF THE UNIVER-
SITY OF MARYLAND
SCHOOL OF NURSING'S
FACULTY, ADMINISTRA-
TORS AND ALUMNI ARE
INTERNATIONALLY
RENOWNED FOR THEIR
RESEARCH AND SCHOL-
ARSHIP AND HOLD
ELECTED OFFICES IN
NATIONAL NURSING
AND HEALTH CARE
ORGANIZATIONS.

UNIVERSITY OF MARYLAND SYSTEM

Board of Regents

Margaret Alton
The Honorable Mary Arabian
Richard O. Berndt
Roger Blunt
The Honorable Benjamin L. Brown
Earle Palmer Brown
Charles W. Cole, Jr.
Frank A. Gunther, Jr.
Ilona M. Hogan
Ann Hull
Henry R. Lord
George V. McGowan
Franklin P. Perdue
Michael F. Seelman
Constance M. Unsel
Robert L. Walker, Ex Officio
Albert N. Whiting, Ph.D.

Administration

Donald N. Langenberg, Ph.D., *Chancellor of the University*
George L. Marx, Ph.D., *Vice Chancellor, Academic Affairs*
John K. Martin, *Vice Chancellor, Advancement*
Donald L. Myers, M.B.A., *Vice Chancellor, General Administration*

UNIVERSITY OF MARYLAND AT BALTIMORE

Errol L. Reese, D.D.S., *President*
Cheryl T. Samuels, Ph.D., *Acting Vice President, Academic Affairs*
James T. Hill, Jr., M.P.A., *Vice President, Administrative Services*
T. Sue Gladhill, M.S.W., *Vice President, Governmental Affairs*
Joann A. Boughman, Ph.D., *Vice President, Research and Dean, Graduate School*
Marion J. Ball, Ed.D., *Vice President, Information Services*
Fred Brooke Lee, B.A., *Vice President, Institutional Advancement*
Morton I. Rapoport, M.D., *President and Chief Executive Officer, University of Maryland Medical System*
Richard R. Ranney, D.D.S., M.S., *Dean, Dental*

Richard R. Ranney, D.D.S., M.S., *Dean, Dental School*
Donald G. Gifford, J.D., *Dean, School of Law*
Donald E. Wilson, M.D., *Dean, School of Medicine*
Barbara R. Heller, Ed.D., RN, FAAN, *Dean, School of Nursing*
David A. Knapp, Ph.D., *Dean, School of Pharmacy*
Jesse J. Harris, D.S.W., *Dean, School of Social Work*

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Freeman Hrabowski, Ph.D., *President*
Arthur O. Pittenger, Ph.D., *Interim Provost*
Richard F. Neville, Ph.D., *Senior Advisor to the President and Provost*
Charles Woolston, Ph.D., *Vice Provost*
Mark E. Behm, M.B.A., *Vice President, Administrative Affairs*
Constance R. Beims, B.A., *Vice President and Executive Assistant*
Joann A. Boughman, Ph.D., *Vice President, Research and Dean, Graduate School*
Susan T. Kitchen, Ph.D., *Vice President, Student Affairs*
Jo Ann E. Argersinger, Ph.D., *Interim Dean, Arts and Sciences*
Duane F. Bruley, Ph.D., *Dean, Engineering*

SCHOOL OF NURSING

Administration

Barbara R. Heller, Ed.D., RN, FAAN, *Dean and Professor, School of Nursing*
Ann Cain, Ph.D., RN, FAAN, *Interim Associate Dean for Graduate Studies and Research*
Lesley A. Perry, Ph.D., RN, *Associate Dean for Undergraduate Studies and Outreach*
M. Virginia Ruth, Dr.P.H., RN, *Assistant Dean, Professional Development and Services*
Susan Wozenski, M.P.H., J.D., *Assistant Dean for Student Affairs*
Anne E. Belcher, Ph.D., RN, *Chair, Acute/Long-Term Care*
Joan L. Creasia, Ph.D., RN, *Chair, RN to B.S.N. Program, UMBC; and Director, Statewide Programs*
Mildred S. Kreider, Ph.D., RN, *Chair, Psychiatric/Community Health*

Mary Etta C. Mills, Sc.D., RN, *Chair, Education, Administration and Health Policy*

Linda S. Thompson, Dr.P.H., RN, *Chair, Maternal/Child Health*

R. Barker Bausell, Ph.D., *Director, Office of Research Methodology, Grants and Contracts*

Elizabeth R. Lenz, Ph.D., RN, FAAN, *Director, Doctoral Program*

Carolyn A. Waltz, Ph.D., RN, FAAN, *Coordinator, Planning and Accountability*

Ann B. Mech, J.D., RN, *Coordinator, Legal and Contractual Services*

Judith A. Bell, Ed.D., *Director, Admissions and Enrollment Management*

Brenda E. Carter, Ed.D., RN, *Director, Learning Technologies*

Jeffrey R. Leber, M.P.A., *Director, Resource Management and Operations*

Charlene C. Quinn, M.S., RN, *Coordinator, Center for Health Policy Research*

Lori D. Raneri, M.B.A., RN, *Director, Development and Alumni Relations*

Barbara J. Spivack, M.A., *Director, Student Services*

Board of Visitors

Shirley Bederman, *Alumna and Chair, Annual Giving Board*

Harvey Dzodin, *Vice President, Commercial Clearance, Capital Cities/ABC*

Arthur Gilbert, *Vice President, Clark/Bardes, Inc.*

Sonya Goodman, *Alumna and Executive Director, Irvington Knolls Care Center*

Mark Gross, *Vice President of Marketing, SMS Corporation*

Richard Kramer, *Partner, KPMG Peat-Marwick*

Morton I. Rapoport, M.D., *President and Chief Executive Officer, University of Maryland Medical System*

James Sellinger, *General Manager, Maryland Trading Area, IBM North America*

Alan Silverstone, *Senior Vice President and Regional Manager, Kaiser Foundation Health Plan*

Peter M. Synowiez, *President, Memorial Hospital at Easton*

Nurses Alumni Association Officers for 1992-93

Lisa Rowen Moray, *President '86*

Christine Shippen, *First Vice President '73*

Judith E. Littlejohn, *Second Vice President '92*

Shirley Lyon Milke, *Secretary '45*

Elaine Woodburn Crow, *Treasurer '48*

Alumni Association Board of Directors

Ethel Groves Brandon '47

Theresa DeCaro '91

Marylouise Tomasicyk Felhofer '91

Jane Brown Johnson '47

Jean Warfield Keenan '48

Lenora Miller McKenzie '45

Lisa Broccolino Malek '87

Barbara North Terry '71

Clara Fuller Tinker '48

Christine Raab Weber '47

Christine J. Wisnom '76

Jane Glick Wobbeking '72

Margaret Culler Zell '39

Faculty and Professional Staff

Allen, Karen A., Assistant Professor, Community Addictions Nursing. B.S.N., Andrews University, 1979; M.S.N., Andrews University, 1983; Ph.D., University of Illinois at Chicago, 1992; RN.

Anderson, Elizabeth, Assistant Professor, Adult Nurse Practitioner. B.S.N., University of Bridgeport, 1971; M.S., Wayne State University, 1977; Ph.D., University of Rochester, 1992; RN.

Arnold, Elizabeth C., Associate Professor, Psychiatric Nursing. B.S.N., Georgetown University, 1961; M.S.N., Catholic University of America, 1964; Ph.D., University of Maryland, 1984; RN.

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

Bausell, R. Barker, Director, Research Methodology, Grants and Contracts; Professor, Research Methodology and Statistics. B.S., University of Delaware, 1968; Ph.D., University of Delaware, 1975.

Belcher, Anne E., Chair, Acute and Long-Term Care; Associate Professor, Oncology Nursing. B.S.N., University of North Carolina at Chapel Hill, 1967; M.N., University of Washington, 1968; Ph.D., Florida State University, 1975; RN.



- Bell, Judith A.**, Director, Admissions and Enrollment Management. B.A., State University of New York at Albany, 1971; M.A., Teachers College, Columbia University, 1972; Ed.D., Teachers College, Columbia University, 1979.
- Braun, Rita F.**, Assistant Professor, Nursing Education. B.S.N., St. Louis University, 1964; M.S.N., Catholic University of America, 1966; Ph.D., University of Edinburgh, 1993; RN.
- Brooks, Naomi W.**, Assistant Professor, Community Health Nursing. B.S., University of Maryland, 1961; M.S., University of Maryland, 1977; RN.
- Cain, Ann**, Interim Associate Dean, Graduate Studies and Research; Professor, Psychiatric Nursing. B.S., Ohio State University, 1956; M.S., University of Colorado, 1959; Ph.D., University of Maryland, 1972; RN, FAAN.
- Carson, Verna B.**, Associate Professor, Psychiatric Nursing. B.S.N., University of Maryland, 1968; M.S., University of Maryland, 1973; Ph.D., University of Maryland, 1990; RN.
- Carter, Brenda E.**, Director, Learning Technologies; Assistant Professor, Neurology. B.S., Simmons College, 1965; M.S., University of Maryland, 1971; Ed.D., Virginia Polytechnic Institute and State University, 1990, RN.
- Cassidy, Jean E.**, Assistant Professor, Women's Health-OB/GYN Nursing. B.S.N., St. Anselm's College, 1964; M.P.H., Johns Hopkins University, 1973; Dr.P.H., Johns Hopkins University, 1982; RN.
- Cooley, Marcia L.**, Instructor, Psychiatric Nursing. B.S.N., Indiana University, 1973; M.S., University of Maryland, 1980; Ph.D., University of Delaware, 1992; RN.
- Creasia, Joan L.**, Chair, RN to B.S.N. Program, UMBC, and Director, Statewide Programs; Associate Professor, Medical/Surgical Nursing, Education, Administration. B.S.N., University of Vermont, 1964; M.S.N., University of Tennessee, Knoxville, 1978; Ph.D., University of Maryland, 1987; RN.
- Cusson, Regina M.**, Associate Professor, Maternal/Child, Neonatal Nursing, Neonatal Nurse Practitioner. B.S., St. Joseph College, 1971; M.S., University of Maryland, 1979; Ph.D., University of Maryland, 1989; RN.
- Damrosch, Shirley P.**, Associate Professor, Research, Psychology. B.A., Ohio State University, 1954; M.A., Fairleigh Dickinson University, 1961; Ph.D., University of Minnesota, 1975.
- Dennis, Karen E.**, Associate Professor, Gerontological Nursing. B.S.N., University of Washington, 1969; M.S.N., University of Kentucky, 1979; Ph.D., University of Maryland, 1985; RN.
- Edmunds, Marilyn W.**, Associate Professor, Adult and Geriatric Nurse Practitioner. B.S., Brigham Young University, 1964; M.S., Depauw University, 1970; Ph.D., University of Maryland, 1985; RN.
- Eells, Mary Ann W.**, Associate Professor, Community Health Nursing, Community Addictions Nursing. B.S., State University of New York at Plattsburgh, 1955; M.S., University of Rochester, 1968; Ed.D., University of Rochester, 1970; RN.
- Engler, Arthur J.**, Instructor, Neonatal Nurse Practitioner. B.S.N., University of Akron, 1979; M.S., University of Maryland, 1985; RN.
- Fass, Marjorie L.**, Admissions Counselor/Enrollment Specialist. A.B., University of North Carolina at Chapel Hill, 1971; M.A., University of Connecticut, 1979.
- Feroli, Kathleen L.**, Instructor, Pediatric Nurse Practitioner, Pediatric Nursing. B.S., University of Maryland, 1973; M.S., University of Maryland, 1980; RN.
- Fontaine, Dorothy K.**, Associate Professor, Trauma/Critical Care Nursing. B.S., Villanova University, 1972; M.S., University of Maryland, 1977; D.N.Sc., Catholic University of America, 1987; RN.
- Fortier, Julie C.**, Assistant Professor, Maternity Nursing. B.S.N., Medical College of Georgia, 1966; M.S., University of Maryland, 1968; Ph.D., University of Maryland, 1984; RN.
- Fry, Sara T.**, Co-Director, UMAB Center for Biomedical Ethics; Associate Professor, Ethics. B.S.N., University of South Carolina at Columbia, 1976; M.S., University of North Carolina at Chapel Hill, 1978; M.A., Georgetown University, 1981; Ph.D., Georgetown University, 1984; RN, FAAN.

Garrett, Rhonda L., Admissions Counselor/Enrollment Specialist. B.A., St. Mary's College of Maryland, 1987; M.A., Bowie State University, 1990.

Gassert, Carole A., Assistant Professor, Informatics. B.S.N., University of Virginia, 1963; M.N., University of Washington, 1972; Ph.D., University of Texas at Austin, 1988; RN.

Gibbons, Martha B., Assistant Professor, Pediatric Nurse Practitioner. B.S.N., San Jose State University, 1973; M.S., Medical College of Virginia, 1977; Ph.D., University of Maryland, 1990; RN.

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

Guberski, Thomasine D., Associate Professor, Adult Nurse Practitioner. B.A., American International College, 1964; M.S., University of Michigan, 1969; Ph.D., University of Maryland, 1985; RN.

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

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

Hanley, Barbara E., Assistant Professor, Nursing Health Policy. B.S., Boston College, 1966; M.S., University of Colorado, 1970; Ph.D., University of Michigan, 1983; RN.

Harris, Ruth M., Associate Professor, Adult Nurse Practitioner. B.A., University of Washington, 1961; B.S.N., University of Maryland, 1979; M.S., University of Maryland, 1981; Ph.D., University of Maryland, 1986; RN.

Heller, Barbara R., Dean and Professor, Nursing Health Policy, Higher Education Administration, Gerontology, Informatics. B.S., Boston University, 1962; M.S., Adelphi University, 1966; Ed.M., Teachers College, Columbia University, 1971; Ed.D., Teachers College, Columbia University, 1973; RN, FAAN.

Hetherington, Susan E., Professor, Psychiatric Nursing, Community Addictions Nursing. B.S.N., University of Michigan, 1957; M.P.H., Johns Hopkins University, 1965; Dr.P.H., Johns Hopkins University, 1974; RN.

Hull, Margaret M., Assistant Professor, Oncology Nursing. B.S.N., D'Youville College, 1970; M.S.N., Case Western Reserve University, 1975; Ph.D., University of Rochester, 1989; RN.

Jennings, Carole P., Assistant Professor, Nursing Health Policy. B.S.N., Georgetown University, 1969; M.A., University of Washington, 1972; Ph.D., Catholic University of America, 1987; RN.

Kavanagh, Kathryn H., Associate Professor, Nursing, Anthropology. B.S.N., Niagara University, 1967; M.S., University of Hawaii, 1979; M.A., University of Hawaii, 1980; Ph.D., University of California Berkeley and San Francisco, 1986; RN.

Kennedy, Patricia H., Assistant Professor, Psychiatric Nursing. B.S.N., University of Maryland, 1962; M.S., University of Maryland, 1963; Ed.D., Catholic University of America, 1989; RN.

King, Deborah E., Instructor, Community Health Nursing. B.S.N., Hunter College, 1976; M.S., University of Maryland, 1980; RN.

Kleeman, Karen M., Associate Professor, Medical/Surgical Nursing, Trauma/Critical Care Nursing. B.S., Columbia Union College, 1968; M.S., University of Colorado, 1971; Ph.D., University of Maryland, 1983; RN.

Kohler, Helen R., Coordinator, International Nursing Programs, Associate Professor, Community Health Nursing, International Health. B.S.N., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina at Chapel Hill, 1974; RN.

Kreider, Mildred S., Chair, Psychiatric/Community Health; Associate Professor, Community Health Nursing. B.S.N., Goshen College, 1958; M.S., University of Maryland, 1968; Ph.D., University of Maryland, 1976; RN.

Lambert, Rivkah Y., Assistant Director, Admissions and Enrollment Management. B.A., University of Maryland, 1981; M.Ed., University of Maryland, 1983; Ph.D., University of Maryland, 1993.

Leber, Jeffrey R., Director, Resource Management and Operations. B.A., Towson State University, 1972; M.P.A., University of Baltimore, 1986.



- Lenz, Elizabeth R.**, Director, Doctoral Program; Professor, Community Health Nursing. B.S.N., DePauw University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976; RN, FAAN.
- Littleton Kearney, Marguerite T.**, Associate Professor, Trauma/Critical Care Nursing. B.S.N., Medical College of Georgia, 1976; M.S.N., Medical College of Georgia, 1977; D.N.Sc., Rush University, 1985; RN.
- Maurer, Frances A.**, Instructor, Community Health Nursing. B.S.N., California State University Long Beach, 1977; M.S., University of Maryland, 1979; RN.
- Mayhew, Maren S.**, Instructor, Geriatric Nurse Practitioner. B.S., University of Maryland, 1971; B.S.N., University of Maryland, 1975; M.S., University of Maryland, 1980; RN.
- Mazzocco, Gail O.**, Assistant Professor, Education. B.S.N., University of Maryland, 1972; M.S., University of Maryland, 1974; Ed.D., University of Maryland, 1988; RN.
- McCrone, Susan H.**, Associate Professor, Psychiatric Nursing. B.A., Simmons College, 1971; M.S., Boston College, 1973; Ph.D., University of Utah, 1986; RN.
- McElroy, Evelyn M.**, Associate Professor, Psychiatric Nursing. B.S.N., University of Colorado, 1961; M.S., University of Maryland, 1966; Ph.D., University of Maryland, 1973; RN.
- McEntee, Margaret A.**, Assistant Professor, Medical/Surgical Nursing. B.S.N., Seton Hall University, 1968; M.S., University of Maryland, 1973; Ph.D., University of Maryland, 1983; RN.
- McFadden, Ellen A.**, Associate Professor, Pediatric Nursing. B.S., University of Virginia, 1973; M.S., University of Maryland, 1975; Ph.D., University of Maryland, 1986; RN.
- McKenna, Milton F.**, Assistant to the Dean. B.S., University of Rhode Island, 1968; M.B.A., University of Connecticut, 1975.
- McMullen, Patricia C.**, Assistant Professor, Nursing Health Policy, Law. B.S.N., University of Maryland, 1975; M.S., University of Maryland, 1981; J.D., University of Baltimore, 1986; RN.
- Mech, Ann B.**, Coordinator, Legal and Contractual Services; Assistant Professor, Nursing Health Policy, Law. B.S.N., University of Maryland, 1976; M.S., University of Maryland, 1978; J.D., George Washington University, 1982; RN.
- Michael, Michele A.**, Assistant Professor, Pediatric Nursing. B.S.N., Creighton University, 1968; M.S., University of Maryland, 1974; Ph.D., University of Maryland, 1984; RN.
- Miller, Susan H.**, Assistant Professor, Maternal/Child Nursing, Adolescent Health, International Health. B.S., Syracuse University, 1964; M.S., University of Michigan, 1982; Ph.D., University of Michigan, 1986; RN.
- Mills, Mary Etta C.**, Chair, Education, Administration and Health Policy; Associate Professor, Nursing Administration. B.S.N., University of Maryland, 1971; M.S., University of Maryland, 1973; Sc.D., Johns Hopkins University, 1979; RN.
- Morgan, Ann P.**, Assistant Professor, Continuing Education, Administration. B.S.N., Catholic University of America, 1960; M.S.N., Catholic University of America, 1971; RN.
- Morton, Patricia G.**, Associate Professor, Trauma/Critical Care Nursing. B.S., Loyola College, 1974; B.S., Johns Hopkins University, 1977; M.S., University of Maryland, 1979; Ph.D., University of Maryland, 1989; RN.
- Murphy, Kathleen M.**, Instructor, Pediatric Nurse Practitioner. B.S.N., University of Maryland, 1973; M.S., University of Maryland, 1980; RN.
- Neal, Margaret T.**, Assistant Professor, Nursing Education. B.S., Southern College, 1965; M.S.N., Catholic University of America, 1970; Ph.D., University of Maryland, 1989; RN.
- Neal, Mary V.**, Professor Emerita, Maternal/Child Nursing. B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; RN, FAAN.
- O'Brien, Eileen L.**, Assistant Professor, Pediatric Nursing. B.S.N., University of Pittsburgh, 1973; M.S.N., Catholic University, 1977; M.A., Catholic University, 1984; Ph.D., Catholic University, 1987; RN.
- O'Mara, Ann M.**, Assistant Professor, Oncology Nursing. B.S.N., State University of New York at Buffalo, 1972; M.S.N., Catholic University of America, 1977; Ph.D., University of Maryland, 1991; RN.
- Panniers, Theresa**, Assistant Professor, Nursing Informatics, Adult Nurse Practitioner. B.S., Empire State College, 1976; M.S., University of Rochester, 1979; Ph.D., University of Rochester, 1991; RN.

- Parker, Barbara J.**, Associate Professor, Psychiatric Nursing. B.S., University of Illinois, 1965; M.S., University of Maryland, 1976; Ph.D., University of Maryland, 1986; RN, FAAN.
- Parks, Peggy L.**, Associate Professor, Maternal/Child Nursing. B.A., Park College, 1969; M.A., George Peabody College at Vanderbilt University, 1974; Ph.D., George Peabody College at Vanderbilt University, 1976.
- Peddicord, Karen S.**, Assistant Professor, Perinatal Nursing. B.S.N., University of Maryland, 1970; M.S., University of Maryland, 1972; Ph.D., University of Maryland, 1991; RN.
- Perry, Lesley A.**, Associate Dean, Undergraduate Studies and Outreach; Associate Professor, Maternal/Child Nursing. B.S., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; Ph.D., University of Maryland, 1982; RN.
- Phillips, Janice**, Assistant Professor, Community Health Nursing. B.S.N., North Park College, 1976; M.S., St. Xavier College, 1985; Ph.D., University of Illinois, 1993; RN.
- Prescott, Patricia A.**, Professor, Nursing Administration. B.S., University of California San Francisco, 1965; M.S., University of California San Francisco, 1967; M.A., University of Denver, 1974; Ph.D., University of Denver, 1977; RN, FAAN.
- Proulx, Joseph R.**, Professor, Nursing Administration, Nursing Education. B.S., University of Bridgeport, 1961; M.S.N., University of Pennsylvania, 1966; Ed.D., Teachers College, Columbia University, 1972; RN.
- Quinn, Charlene C.**, Coordinator, Center for Health Policy Research; Health Policy, Gerontology. B.S.N., Duke University, 1976; M.S., University of Maryland, 1981; RN.
- Raneri, Lori D.**, Director, Development and Alumni Relations. B.S.N., University of Maryland, 1973; M.S.N., University of Pennsylvania, 1975; M.B.A., Loyola College, 1982; RN.
- Rankin, Elizabeth A.**, Coordinator, Division of Business and Industry; Associate Professor, Psychiatric Nursing. B.S.N., University of Maryland, 1970; M.S., University of Maryland, 1972; M.S., University of Maryland, 1977; Ph.D., University of Maryland, 1979; RN.
- Rapson, Mary F.**, Assistant Professor, Adult Nurse Practitioner. B.S.N., University of Maryland, 1961; M.S., University of Maryland, 1967; Ph.D., University of Maryland, 1980; RN.
- Rasin, Joyce H.**, Assistant Professor, Gerontological Nursing. B.S.N., University of Pennsylvania, 1972; M.S., University of Pennsylvania, 1976; Ph.D., University of Maryland, 1988; RN.
- Rawlings, Norma L.**, Assistant Professor, Maternity Nursing. B.S., Winston-Salem State University, 1964; M.S., University of Maryland, 1968; RN.
- Robinson, Lisa**, Professor, Psychiatric Nursing. B.S.N., American University, 1961; M.S., University of Maryland, 1965; Ph.D., University of Maryland, 1970; RN, FAAN.
- Ruth, M. Virginia**, Assistant Dean, Professional Development and Services; Associate Professor, Community Health Nursing. B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P.H., Johns Hopkins University, 1976; RN.
- Ryan, Judith W.**, Assistant Professor, Medical/Surgical Nursing, Adult Nurse Practitioner. B.S., University of Connecticut, 1965; M.S., Boston University, 1967; Ph.D., University of Maryland, 1984; RN.
- Scholler-Jaquish, Alwilda**, Instructor, Community Health Nursing. B.S.N., Arizona State University, 1960; M.N., University of California Los Angeles, 1972; M.S., Loyola College, 1988; RN.
- Scott, Doris E.**, Assistant Professor, Psychiatric Nursing. B.S.N., Dillard University of New Orleans, 1963; M.S.N., Boston University, 1968; Ph.D., University of Maryland, 1986; RN.
- Sharps, Phyllis W.**, Assistant Professor, Maternal Infant Nursing. B.S.N., University of Maryland, 1970; M.S.N., University of Delaware, 1976; Ph.D., University of Maryland, 1988; RN.
- Shelley, Sonya I.**, Professor, Research Methodology. B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., University of Maryland, 1973.
- Shpritz, Deborah W.**, Instructor, Medical/Surgical Nursing. B.S.N., University of Maryland, 1978; M.S., University of Maryland, 1982; RN.

Smith, Claudia M., Assistant Professor, Community Health Nursing. B.S.N., University of Maryland, 1965; M.P.H., University of North Carolina at Chapel Hill, 1971; RN.

Soeken, Karen L., Associate Professor, Research Methods and Statistics. B.A., Valparaiso University, 1965; M.S., University of Maryland, 1969; Ph.D., University of Maryland, 1979.

Spellbring, Ann Marie T., Assistant Professor, Gerontological Nursing. B.S.N., University of Pennsylvania, 1967; M.S., University of Maryland, 1973; Ph.D., University of Maryland, 1989; RN.

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

Spunt, Debra L., Instructor, Medical/Surgical Nursing. B.S.N., University of Maryland, 1979; M.S., University of Maryland, 1983; RN.

Strasser, Judith A., Associate Professor, Community Health Nursing. B.S., Villanova University, 1970; M.S., University of Maryland, 1975; D.N.Sc., Catholic University of America, 1984; RN.

Suppe, Frederick, Professor, Nursing Theory. A.B., University of California at Riverside, 1962; A.M., University of Michigan, 1964; Ph.D., University of Michigan, 1967.

Sylvia, Barbara M., Assistant Professor, Education, Measurement and Evaluation. B.S.N., University of Delaware, 1980; M.S., University of Delaware, 1982; Ph.D., University of Maryland, 1990; RN.

Synowicz, Barbara B., Assistant Professor, Nursing Administration. B.S.N., University of North Carolina at Chapel Hill, 1969; M.S.N., Duke University, 1976; Ph.D., University of Pennsylvania, 1987; RN.

Thompson, Linda S., Chair, Maternal/Child Health; Associate Professor, Maternal/Child Health Nursing, Perinatal Epidemiology. B.S.N., Wayne State University, 1974; M.S.N., Wayne State University, 1978; M.P.H., Johns Hopkins University, 1985; Dr. P.H., Johns Hopkins University, 1986; RN.

Tilbury, Mary, Assistant Professor, Nursing Administration. B.S.N., Duke University, 1959; M.S., University of Maryland, 1977; Ed.D., Virginia Polytechnic Institute and State University, 1981; RN.

Trinkoff, Alison M., Associate Professor, Substance Abuse, Epidemiology. B.S.N., University of Rochester, 1978; M.P.H., University of North Carolina at Chapel Hill, 1980; Sc.D., Johns Hopkins University, 1987; RN.

Waltz, Carolyn A., Coordinator, Planning and Accountability; Professor, Curriculum; Instruction and Learning Specialization in Research, Evaluation and Measurement. B.S.N., University of Maryland, 1963; M.S., University of Maryland, 1968; Ph.D., University of Delaware, 1975; RN, FAAN.



White, Kathleen M., Instructor, Nursing Health Policy. B.S.N., University of Cincinnati, 1975; M.S., University of Maryland, 1978; RN.

Wilkinson, Mary Ann G., Assistant Professor, Psychiatric Nursing, Medical/Surgical Nursing. B.S.N., University of Southwestern Louisiana, 1971; M.S.N., University of Texas at Austin, 1977; Ed.D., Virginia Polytechnic Institute State University, 1988; RN.

Winkelstein, Marilyn L., Assistant Professor, Pediatric Nursing. B.S.N., University of Maryland, 1972; M.S., University of Maryland, 1979; Ph.D., University of Maryland, 1989; RN.

Woodall, Gail M., Instructor, Maternal/Child Nursing, Community Health Nursing. B.S., Columbia University, 1959; M.S., University of Maryland, 1983; RN.

Wozenski, Susan, Assistant Dean for Student Affairs. A.B., Mount Holyoke College, 1975; M.P.H., University of Michigan, 1977; J.D., University of Connecticut, 1980.

Policy Statements

FACULTY, STUDENT AND INSTITUTIONAL RIGHTS AND RESPONSIBILITIES FOR ACADEMIC INTEGRITY

Preamble

The academic enterprise is characterized 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. By tradition, 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 institution and the student, they are nevertheless conventions which should be central to the learning and teaching process.

I. Faculty Rights and Responsibilities

- A. Faculty members shall share with students and administrators the responsibility for academic integrity.
- B. Faculty members shall enjoy 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.
- C. Faculty members, consistent with the principles of academic freedom, have the responsibility to present courses that are consistent with their descriptions in the catalog of the institution. In addition, faculty members have the obligation to make students aware of the expectations in the course, the evaluation procedures and the grading policy.
- D. Faculty members are obligated to evaluate students fairly, equitably and in a manner appropriate to the course and its objectives. Grades must be assigned without prejudice or bias.
- E. Faculty members shall make all reasonable efforts to prevent the occurrence of academic dishonesty through appropriate design and administration of assignments and examinations, careful safeguarding of course materials and examinations, and regular reassessment of evaluation procedures.

- F. When instances of academic dishonesty are suspected, faculty members shall have the responsibility to see that appropriate action is taken in accordance with institutional regulations.

II. Student Rights and Responsibilities

- A. Students share with faculty members and administrators the responsibility for academic integrity.
- B. Students have the right of free and honest inquiry and expression in their courses. In addition, students have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
- C. Students have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
- D. Students have the right to be evaluated fairly, equitably, and in a timely manner appropriate to the course and its objectives.
- E. 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 special assistance as may be specified or approved by the appropriate faculty members, is allowed.
- F. 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.
- G. 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.

III. Institutional Responsibility

- A. Constituent institutions of the University of Maryland System shall take appropriate measures to foster academic integrity in the classroom.



B. Each institution shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students found to be guilty of acts of academic dishonesty.

C. Students expelled or suspended for reasons of academic dishonesty by any institution in the University of Maryland System shall not be admissible to any other System institution if expelled, or during any period of suspension.

The above policy was approved, November 30, 1989 by the Board of Regents.

SCHEDULING OF ACADEMIC ASSIGNMENTS ON DATES OF RELIGIOUS OBSERVANCE

It is the policy of the University of Maryland at Baltimore to excuse the absence(s) of students that result from the observance of religious holidays. Students shall be given the opportunity, whenever feasible, to make up, within a reasonable time, any academic assignments that are missed due to individual participation in religious observances. Opportunities to make up missed academic assignments shall be timely and shall not interfere with the regular academic assignments of the student. Each school/academic unit shall adopt procedures to ensure implementation of this policy.



ELIGIBILITY TO REGISTER AT UMAB

A student may register at UMAB when the following conditions are met: (1) the student is accepted to UMAB, (2) the student has received approval from the unit academic administrator and (3) the student has demonstrated academic and financial eligibility.

REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING

It is the policy of the University of Maryland at Baltimore that students be provided a mechanism to review course grades that are alleged to be arbitrary or capricious. Each school/academic unit shall develop guidelines and procedures to provide a means for a student to seek review of course grades. These guidelines and procedures shall be published regularly in the appropriate media so that all faculty and students are informed about this policy.

THE UNIVERSITY OF MARYLAND POSITION ON ACTS OF VIOLENCE AND EXTREMISM WHICH ARE RACIALLY, ETHNICALLY, RELIGIOUSLY OR POLITICALLY MOTIVATED

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

SERVICE TO THOSE WITH INFECTIOUS DISEASES

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

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

HUMAN RELATIONS CODE SUMMARY

The University of Maryland at Baltimore has a Human Relations Code for use by the entire campus community. The code represents UMAB's commitment to human relations issues. The specific purposes of the code include:

1. Prevention or elimination of unlawful discrimination on the basis of race, color, creed, sex, sexual orientation, marital status, age, ancestry or national origin, physical or mental handicap, or exercise of rights secured by the First Amendment of the U.S. Constitution; and
2. Establishing a timely, effective grievance procedure as an alternative to more lengthy formal processes for resolution of human relations issues.

A Human Relations Committee was created to oversee the code. It is comprised of campus faculty, administrators and students and is advisory to the president of the campus. The committee may institute educational programs and provide an open forum on human relations issues. In addition, the committee is charged with maintaining a mediation, investigation and hearing process for specific complaints of discrimination brought by students, faculty or staff. The code describes the particulars of the hearing process. It is the intent of the code to provide a grievance procedure for an individual



on campus who wants a cross-section of the campus community to investigate and mediate a problem without having to resort to complaints to external agencies such as the Maryland Commission on Human Relations, complaints under personnel rules or lawsuits.

Copies of the Human Relations Code are available in the dean's office, the student affairs and USGA offices in the Baltimore Student Union, and the human resources management and affirmative action offices in the administration building.

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

Student Right-to-Know and Campus Security Act Request

The Student Right-to-Know and Campus Security Act (Public Law 101-542), signed into federal law November 8, 1990, requires that the University of Maryland at Baltimore make readily available to its students and prospective students the information listed below.

Should you wish to obtain any of this information, please check the appropriate space(s), fill in your name, mailing address and UMAB school name, tear off this form and send it to:

University Office of Student Affairs
Attn: Student Right-to-Know Request
University of Maryland at Baltimore
Suite 336, Baltimore Student Union
621 West Lombard Street
Baltimore, MD 21201-1575

Complete and return this portion

- Financial Aid
- Costs of Attending the University of Maryland at Baltimore
- Refund Policy
- Facilities and Services for Handicapped
- Procedures for Review of School and Campus Accreditation
- Completion/Graduation Rates for Undergraduate Students
- Loan Deferral under the Peace Corps and Domestic Volunteer Services Act
- Campus Safety and Security
- Campus Crime Statistics

Name

Address

UMAB School and Program

Maps

TO REACH THE UMAB CAMPUS

The University of Maryland at Baltimore is located in UniversityCenter, a newly designated downtown Baltimore neighborhood, six blocks west of the Inner Harbor.

Directions

From I-95: Take Rte. 395 (downtown Baltimore) and exit onto Martin Luther King, Jr., Blvd., staying in right lane. At fourth traffic light, turn right onto Baltimore St.; turn left at second traffic light onto Paca St. and immediately into the Baltimore Grand Garage (visitor parking).

Bus Access

MTA buses numbered 1, 2, 7, 8, 9, 11, 20, 35 and 36 all stop in the campus area.

Subway Access

The Baltimore Metro runs from Charles Center to Owings Mills. Stops closest to campus are at Lexington Market and Charles Center.

Light Rail

A new Light Rail system connects northern Baltimore County with Oriole Park at Camden Yards and Dorsey Road in Glen Burnie. The University-Center stop is at Howard and Baltimore Streets.





Academic and Patient Care Facilities

- 19 Administration Building
737 West Lombard Street
- 17 Allied Health Building
100 Penn Street
- 13 Athletic Center
646 Penn Street
- 12 Baltimore Student Union
621 West Lombard Street
- 37 Biomedical Research Building
108 North Greene Street
- 38 (Walter P.) Carter Center
630 West Fayette Street
- 7 Davidge Hall
522 West Lombard Street
- 31 Dental School
666 West Baltimore Street
- 22 Dunning Hall
636 West Lombard Street
- 8 East Hall
520 West Lombard Street
- 20 Environmental Health and Safety Building
714 West Lombard Street
- 1 James T. Frenkil Building
16 South Eutaw Street
- 6 Greene Street Building
29 South Greene Street
- 28 Health Sciences Facility (future)
- 10 Health Sciences Library
111 South Greene Street
- 42 Hope Lodge
636 West Lexington Street
- 26 Howard Hall
660 West Redwood Street
- 36 Information Services Building
100 North Greene Street
- 33 Law School and Marshall Law Library
500 West Baltimore Street
- 9 Lombard Building
511 West Lombard Street
- 35 Maryland Bar Center
520 West Fayette Street
- 18 Medical Biotechnology Center
(future home)
- 27 Medical School
Frank C. Bressler Research Building
655 West Baltimore Street
- 29 Medical School Teaching Facility
10 South Pine Street
- 15 Nursing School
655 West Lombard Street
- 24 Parsons Hall
622 West Lombard Street
- 40 Pascault Row
651-655 West Lexington Street
- 30 Pharmacy School
20 North Pine Street
- 41 Pine Street Police Station
214 North Pine Street
- 39 Ronald McDonald House
635 West Lexington Street
- 5 Social Work School
525 West Redwood Street
- 14 State Medical Examiner's Building
111 Penn Street
- 4 University Plaza
Redwood and Greene Streets
- 21 Western Health Center
700 West Lombard Street
- 23 Whitehurst Hall
624 West Lombard Street
- 2 405 West Redwood Street Building
- 16 701 West Pratt Street Building
- 11 University Health Center
120 South Greene Street
- 25 University of Maryland Medical System
22 South Greene Street
- 3 University of Maryland Professional Building
419 West Redwood Street
- 32 Veterans Affairs Medical Center
Baltimore and Greene Streets

Cultural and Civic Facilities

- 46 Babe Ruth Birthplace-Baltimore Orioles Museum
- 44 Lexington Market
- 43 Market Center Post Office
- 47 Old Saint Paul's Cemetery
- 45 Oriole Park at Camden Yards
- 34 Westminster Hall

VP Visitors Parking PP Patient Parking SP Student Parking



**UNIVERSITY OF MARYLAND
BALTIMORE COUNTY**
BALTIMORE, MARYLAND 21228
BUILDING DIRECTORY

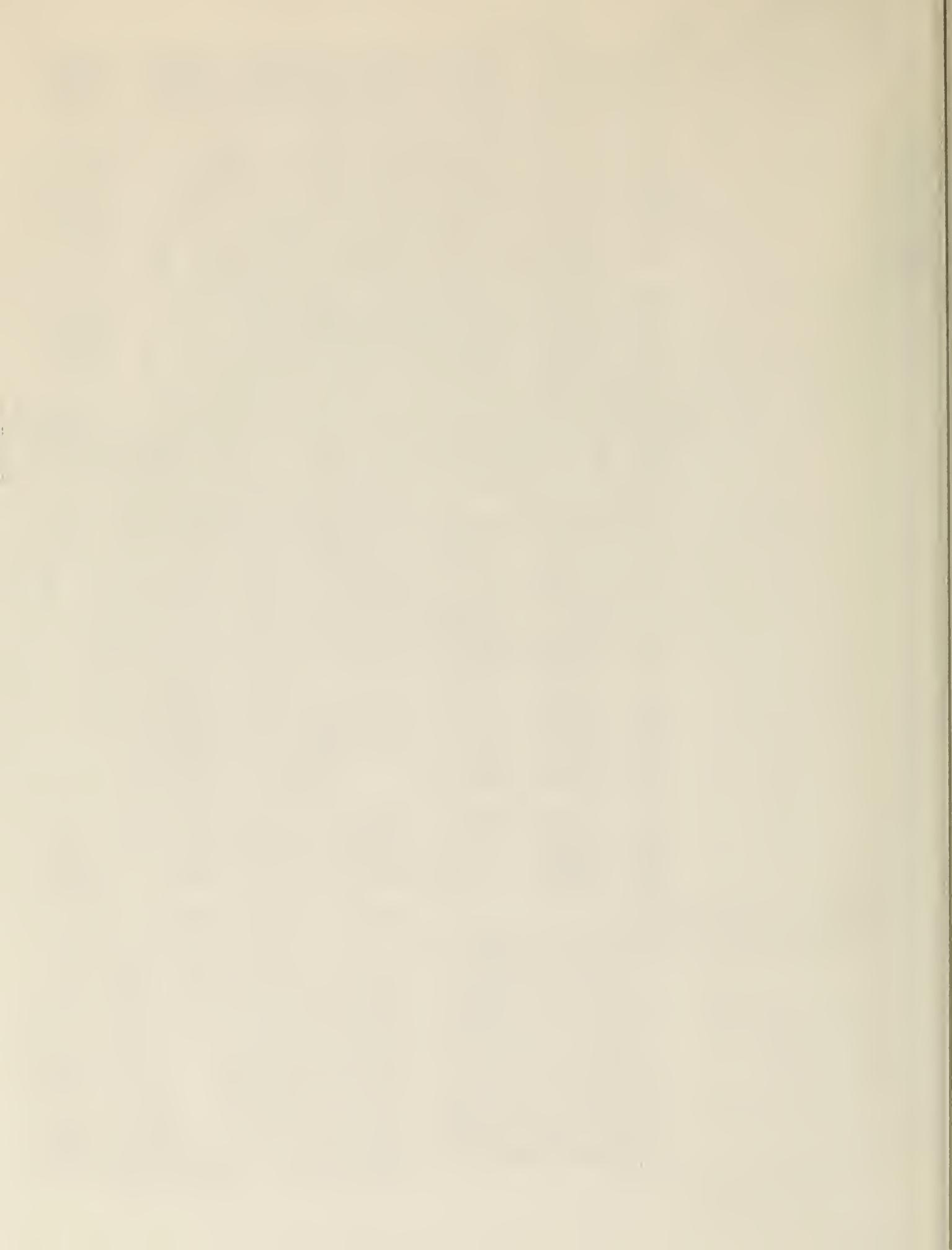
- 1 ACADEMIC IV LECTURE HALL IV
- 2 ACADEMIC SERVICES/ADMISSIONS
- 3 ADMINISTRATION/LECTURE HALL III
- 4 ALBIN O. KUHN LIBRARY & GALLERY
- 5 ALUMNI HOUSE
- 6 BIOLOGICAL SCIENCES
- 7 CHEMISTRY PHYSICS
- 8 LECTURE HALL II
- 9 CHESAPEAKE HALL
- 10 DINING HALLS 1, 2 & FACULTY STAFF
- 11 ENGINEERING/COMPUTER SCIENCE
- 12 LECTURE HALL V
- 13 FIELD HOUSE/POOL
- 14 FINE ARTS GALLERY
- 15 GREENHOUSE
- 16 GYM I
- 17 COMMUTER CAFETERIA
- 18 HEALTH SERVICES

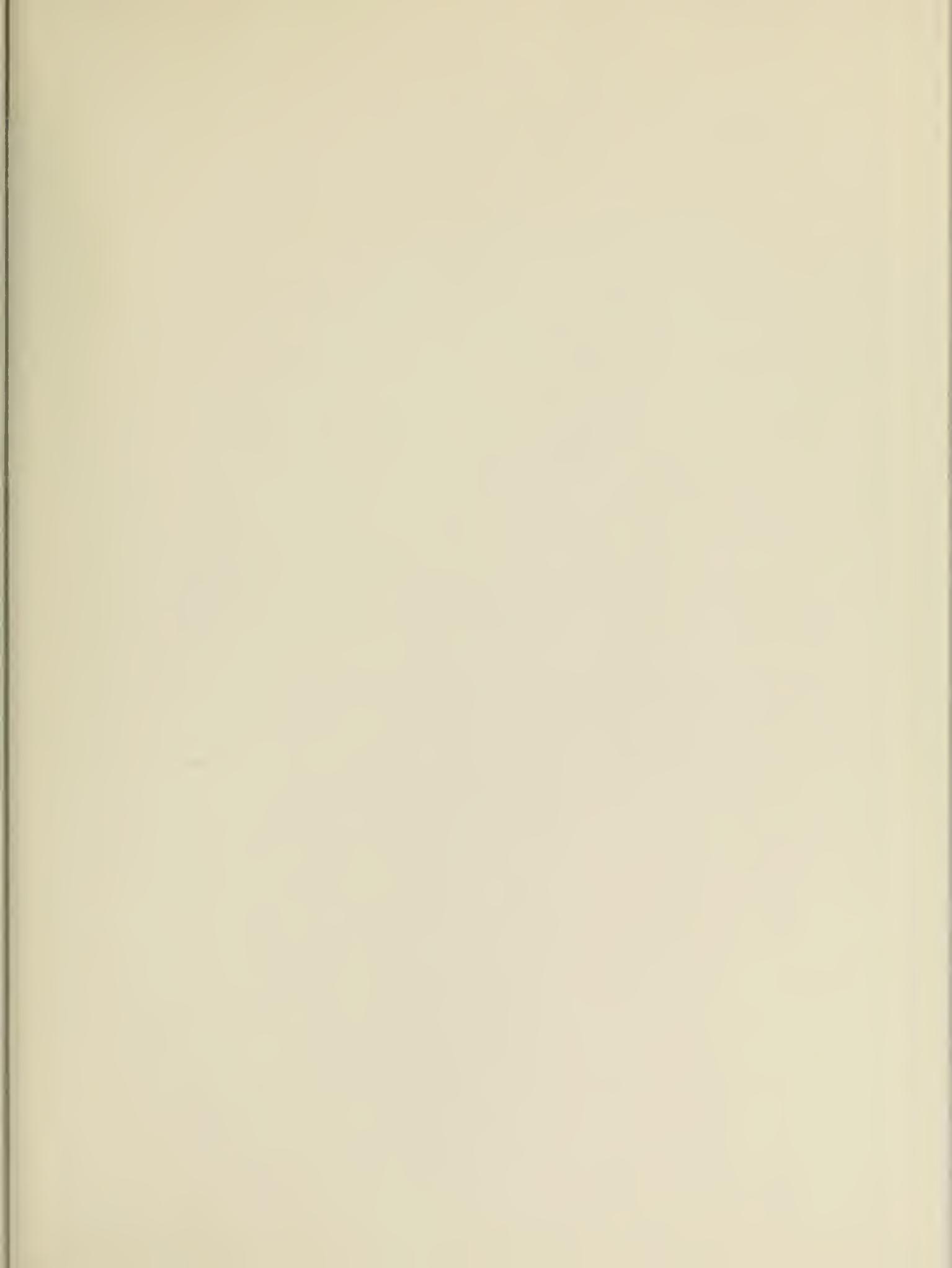
- 16 HILLCREST - RESIDENTIAL LIFE OFFICE
- 17 HILLSIDE APARTMENTS
- 17-1 BRENTON
- 17-2 CASSELMAN
- 17-3 DEEPCREEK
- 17-4 ELK
- 17-5 MANOKIN
- 17-6 PATUXENT
- 17-7 POCOMOKE
- 17-8 SIDELING
- 18 LECTURE HALL I
- 19 MAINTENANCE SHOPS
- 20 MARTIN SCHWARTZ HALL
- 21 MATHEMATICS/PSYCHOLOGY
- 22 PATAPSCO HALL
- 23 PHYSICAL PLANT
- 24 POLICE
- 25 POTOMAC HALL
- 26 PROFESSIONAL DEVELOPMENT BLDG
- 27 RECITAL HALL
- 28 SOCIAL SCIENCE/COMPUTER CENTER
- 29 STADIUM

- 29 SUSQUEHANNA HALL
- 30 TECHNOLOGY ENTERPRISE CENTER BUILDINGS (TEC & TEC 2)
- 31 TECHNOLOGY RESEARCH CENTER
- 32 TEMPORARY FACILITY I
- 33 TEMPORARY FACILITY II
- 34 TERRACE I APARTMENTS
- 34-1 ANTIETAM
- 34-2 CHINCOTEAGUE
- 34-3 GUNPOWDER
- 34-4 MONOCACY
- 34-5 NANTICOKE
- 34-6 SASSAFRASS
- 34-7 TUCKAHOE
- 34-8 WICOMICO
- 2 THEATRE
- 35 UNIVERSITY CENTER/BOOKSTORE
- 36 WAREHOUSE
- 37 WESTHILL APARTMENTS
- 37-1 CHESTER
- 37-2 CHOPTANK
- 37-3 MAGOTHY
- 37-4 OFFICE & LAUNDRY
- 37-5 TANGIER
- 37-6 SEVERN
- 37-7 WYE

- CAR POOL CP
- STUDENTS S
- FACULTY/STAFF F/S
- VISITORS V
- HANDICAPPED
- INFORMATION
- PARKING METERS
- BUS STOPS
- PAY PHONE
- EMERGENCY PHONE

PARKING LOTS 2, 3, 16 AND THE LOWER LEVEL OF LOT 10 ARE GATED DURING UNIVERSITY HOURS FOR FACULTY/STAFF GATE CARD HOLDERS







UNIVERSITY OF MARYLAND
AT BALTIMORE