

NATIONAL LEAGUE FOR NURSING
10 Columbus Circle, New York, N.Y. 10019

DEPARTMENT OF BACCALAUREATE AND HIGHER DEGREE PROGRAMS

REPORT OF VISIT FOR ACCREDITING PURPOSES*
TO
UNIVERSITY OF MARYLAND, SCHOOL OF NURSING
Baltimore, Maryland

March 16-19, 1970

PURPOSE OF THE VISIT

The following were visited:

The baccalaureate program for students with no previous preparation in nursing and for registered nurses for continuing accreditation.

The masters program for continuing accreditation.

VISITORS

Dr. Jean L. Stair, Professor, Public Health Nursing, Frances Payne Bolton School of Nursing, Case Western Reserve University, Cleveland, Ohio
Dr. Dorothy Ozimek, Assistant Director, Department of Baccalaureate and Higher Degree Programs, National League for Nursing, New York

PERSONS INTERVIEWED

Dr. Albin O. Kuhn, Chancellor, Baltimore Campuses
Dr. John P. Lambooy, Associate Dean, Graduate School, Baltimore Campus
Miss Geraldine Pettit, Assistant to Dean, Student Personnel Services
Mrs. Ada Lindsey, Director, Multimedia Self-Instructional Project
Mrs. Jean MacVicar, Chairman, Administration of Nursing, Director of Nursing Service, University of Maryland Hospital
Mrs. Alice Slater, Family Therapy Supervision in Psychiatric Nursing
Miss Arline Petrick, Chairman, Child Psychiatric Nursing
Miss Marguerite Hydorn, Chairman, Maternal and Newborn Nursing
Selected graduate students
Selected undergraduate students

GROUP MEETINGS

Administrative Officers, School of Nursing

Dr. Evelyn Cohelan, Assistant Dean for Graduate Studies
Miss Shirley Hale, Coordinator, Undergraduate Program
Dr. Ruth J. Kohl, Assistant Dean, Undergraduate Program

*The footnotes in this report reflect the comments of the faculty who read the draft of the report.

GROUP MEETINGS (cont'd)

Miss Patricia M. Miller, Deputy Director, Walter Reed Army Institute of Nursing Program
Dr. Marion I. Murphy, Dean
Dr. Drusilla Poole, Director, Walter Reed Army Institute of Nursing Program

Graduate Faculty

Dr. Martha Borlick
Mrs. Myrtle Matejski
Mrs. Jean MacVicar
Miss Delores McManama
Dr. Mary Neal
Miss Marguerite Hydorn
Mrs. Ann Harvey
Miss Anne Manning
Miss Arline Petrick
Mrs. Alice Slater
Mrs. Marilyn Kandlbinder

Undergraduate Faculty

Miss Dorothy Butcher
Dr. Ruth Kohl
Mrs. Ann Madison
Dr. Daryl Stewart
Miss Amy Diane Geissinger
Mrs. Kathryn Wohlsen
Mrs. Mary Jo Kahler
Miss Marjorie A. Smith
Miss Ethel B. Larock
Miss Callista J. Lillard
Miss Virginia Sanbury
Miss Rosa Julie Ramirez
Miss Mary G. Mulqueen
Miss Joyce Kaetzel
Miss Marian C. Barbieri
Miss Betty Shubkagel
Informal Coffee and Tea with Faculty

CLASSES ATTENDED

Nursing 221 - Public Health Nursing (two seminars)
Nursing 291 - Practicum in Administration of Nursing
Nursing 189 - Seminar in Advanced Medical-Surgical Nursing
Nursing 150 - Medical-Surgical Nursing II (Baltimore Campus)
Nursing 150 - Medical-Surgical Nursing II (WRAIN)
Nursing 154 - Introduction to Administration of Nursing
Nursing 160 - Comprehensive Nursing Care

RESOURCES AND FACILITIES VISITED

Howard Hall
School of Nursing Building
University of Maryland Hospital
Walter Reed General Hospital
South Baltimore General Hospital
Student Union
University of Maryland Comprehensive Pediatric Center, Baltimore City
Health Department Office
New School of Nursing Building
Multimedia Project Area

PHILOSOPHY, PURPOSES AND OBJECTIVES

(See School Report, pages 1-5, Part 1)

The statements of philosophy, purposes and objectives were found to be as described in the school's report. Discussions with the undergraduate faculty revealed the belief that the professional nurse of the future will be a collaborative practitioner of health care in the community. This nurse will provide care to people as an expert clinician through the roles of teacher, consultant and leader. Nurse practitioners will provide nursing care in all environments where people are found; that is, in settings where acute care is provided, in settings conducive to extended care and where prevention and rehabilitation must occur. The nurse of tomorrow was viewed as a change agent immersed in social issues and community affairs. The distinction between the graduate and undergraduate programs was expressed as the preparation of a generalist at the baccalaureate level and a specialist at the graduate level. The present curriculums were described as preparing leaders of small work groups in nursing on the undergraduate level, and preparing at the graduate level, leaders of larger work groups and for leaders of institutions.

Faculty engaged in teaching graduate students view the graduate as performing in a leadership role in the specialty areas. Leadership roles were described as those of clinical specialist, teacher, and administrator. The graduate of the program was characterized as having greater depth of knowledge of the specialty field and of the functional area than that achieved in undergraduate education. Further, she has the ability to act as a specialist and change agent in the practice setting. Graduate students specially talked about the importance of their being able to explain to future employers the kinds of competencies they would bring to a position. They observed that it would be essential that they be able to interpret their potential contributions to both newly developing positions and to those which they themselves would initiate. Students also expressed concern about the inadequacies of available nursing services and expressed the desire to help in improving future nursing care.

PHILOSOPHY, PURPOSES AND OBJECTIVES (cont'd)

Students and faculty contacted during the visit were conversant with the expressed statements of philosophy, purposes and objectives.

ORGANIZATION AND ADMINISTRATION

(See School Report, pages 6-28, Appendices A, B, C, D, pages 267-288 Part I)

Budget statements reviewed and discussions with administrative personnel indicated stable support for the nursing school. Organization and administration was found to be as described in the school's report. Records, reports and minutes reviewed were current, appropriate, provided information for continuity of discussion and pertinent action.

FACULTY COMPOSITION, QUALIFICATIONS AND FUNCTIONS

(See School Report, pages 29-32 Part I, all of Part III and Appendix B, Part I)

The following additional information related to the clinical and functional preparation of the faculty was secured:

Full and Part-Time Nurse Faculty Classified by
Departments and Clinical and Functional Preparation

<u>Administration of School</u>		<u>Total Nurse Faculty</u>
<u>Clinical</u>		6
Public Health	1	
Psychiatric	3	
Medical-Surgical	1	
Other (M.N.)	1	
<u>Functional</u>		
Administration and Teaching- Masters and Doctoral	2	
Teaching	4	
<u>Administration Program (Graduate)</u>		2
<u>Clinical</u>		
Medical-Surgical	2	
<u>Functional</u>		
Administration	1	
Teaching	1	

FACULTY COMPOSITION, QUALIFICATIONS AND FUNCTIONS (cont'd)

<u>Administration of School</u>		<u>Total Nurse Faculty</u>
<u>Community Health Nursing</u>		19
<u>Clinical</u>		
Public Health	19	
<u>Functional</u>		
Teaching	13	
Administration (MPH)	6	
<u>Maternal-Newborn</u>		14
<u>Clinical</u>		
Maternity (5 include midwifery)	14	
<u>Functional</u>		
Teaching	11	
Clinical Specialist	3	
<u>Medical and Surgical</u>		42
<u>Clinical</u>		
Medical-Surgical	34	
Psychiatric	1	
No Clinical (Administration)	3	
Assistant Instructors (baccalaureate preparation)	4	
<u>Functional</u>		
Teaching	28	
Administration	5	
Clinical Specialist	5	
Assistant Instructors	4	
<u>Pediatric Nursing</u>		14
<u>Clinical</u>		
Pediatrics	10	
Child Psychiatry	1	
Medical-Surgical	1	
Assistant Instructors	2	

FACULTY COMPOSITION, QUALIFICATIONS AND FUNCTIONS (cont'd)

Administration of School Total Nurse Faculty

Functional

Teaching	9
Clinical Specialist	3
Assistant Instructors	2

Psychiatric Nursing (General) 20

Clinical	20
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Functional

Teaching	16
Clinical Specialist	4

Child Psychiatric Nursing 6

<u>Clinical</u>	
Child Psychiatry	4
Psychiatry	1
Public Health	1

Functional

Teaching	2
Clinical Specialist	3
Administration	1

Other Nurse Faculty 4

Clinical

Medical Surgical	1
Public Health	3

Functional

Teaching	3
Assistant Instructor	1

Total Nurse Faculty- 127

Total nurse faculty	127
Nonnurse faculty	7
Faculty on leave	9
	<u>143</u>

FACULTY COMPOSITION, QUALIFICATIONS AND FUNCTIONS (cont'd)

Eleven faculty members have teaching assignments in clinical areas for which they lack the appropriate clinical preparation. Of these, seven have earned a baccalaureate degree as the highest degree. Faculty with doctorates number ten. Doctorates were earned in the following areas: two in human development, six in education, one in public health-mental health and one in animal nutrition.

Among the 127 nurse faculty members the functional role preparations are as follows: clinical specialization 18, teaching 87, administration 13, and administration and teaching 2. The number of faculty members engaged in both the graduate and the undergraduate programs totals 13; 86 other faculty are engaged in the undergraduate program only and 28 faculty are engaged exclusively in the graduate program.

Twenty-five of the total faculty have recently written for publication. The publications were predominately in periodicals. Several faculty have published books and others have engaged in research studies other than doctoral or masters theses.

Information shared by the faculty indicated that a number of them are participating in ongoing clinical practice.

CURRICULUM AND INSTRUCTION

(See School Report, Part I, pages 33-102, pages 128-265 and all of Part II)

Seven major programs on the graduate level are offered as follows:

Administration of Nursing	3 semesters	39-40 credits
Community Health Nursing	3 semesters	37-39 credits
Maternal and Newborn Nursing	3 semesters	37 credits
Medical-Surgical Nursing	3 semesters	37-38 credits
Nursing of Children	3 semesters	37 credits
General Psychiatric Nursing	3 semesters	35-36 credits
Child Psychiatric Nursing	4 semesters	53 credits

Students in the graduate programs must complete eight semester hours credit in a minor field. "By definition these credits must comprise a group of coherent courses intended to supplement and support the major work." (Graduate School Bulletin, page 291). If the student has not taken a course in statistics in the undergraduate program, she is expected to register for a statistics course in the first semester of graduate study. At least one-half of the semester hours must be taken at the 200 or above numbered courses. Registration in 200 and upward numbered courses is permitted only by students who have been admitted to the Graduate School. (Graduate School Bulletin, page 40.)

CURRICULUM AND INSTRUCTION (cont'd)

Students are required to fulfill the thesis, six credits, or nonthesis, four to six credits option. Students who complete the thesis are required to take an oral examination. Students who elect the nonthesis option must register for four to six additional semester hours and write two seminar papers related to the course work. Successful completion of the writing and acceptance by the faculty members constitutes fulfillment of the requirements. Students' theses and seminar papers were reviewed by the visitors and were found to demonstrate students' use of investigative methods and findings in considering nursing problems.

Graduate Courses Attended

Nursing 221 - Community Health Nursing (2)

Four graduate students in seminar with a faculty member and three in another setting with another faculty member were observed, each for part of a class session. The seminars were designed to provide group supervision of students' process recordings. One student in each group presented material about family members' interactions, her interaction with family members, and her assessment of the present status of her intervention. Faculty members and students engaged in lively discussions in which they participated in clarifying and analyzing the contents of the students' reports. They also suggested alternative approaches for nurse intervention for utilization by the student in her future visits with the families in their homes. Students' contributions demonstrated knowledge of (1) family dynamics, (2) individual and family developmental tasks, and (3) selected community resources. Through their interaction as group members, students demonstrated self-awareness, recognition of need for acceptance and support of other group members, and an ability to contribute productively within the group.

Nursing 291 - Practicum in Nursing - 4 credits - University of Maryland Hospital

One student who was midway through the practicum in administration was observed in the hospital setting. She had elected, as a problem in administration for study, the knowledges and skills required by the team leader as perceived by a nurse administrator responsible for staff development. The student identified selected area and stated her rationale. For example, one area cited was the recognition that nursing care personnel may be in their current jobs because they need an income rather than because of an interest in patient care. The student cited the need for increasing personnel's knowledge, geared to their levels of understanding, as basic to involving their interests in patient care.

CURRICULUM AND INSTRUCTION (cont'd)

When nursing personnel approached the student for information, she responded quickly and concisely to their requests. She explained that certain individuals were new in the setting and were being oriented to the service area.

The student explained that she was enjoying the experience and expressed confidence that she was learning much that she would need to know to be successful in a position in nursing service administration.

The student validated information provided by the instructor in conference with the visitor prior to her observation of the student.

Total credit requirements for graduation from the baccalaureate program:

Class of 1970: 134 academic credits - plus 2 credits Physical Education, 2 credits Science and Theory of Health

Class of 1971: 124 academic credits - plus 2 credits Physical Education, 2 credits Science and Theory of Health

Class of 1972: 120 academic credits - plus 2 credits Physical Education, 2 credits Science and Theory of Health

In the process of evaluating the total curriculum, the faculty felt that some of the required courses were unnecessary. Courses had been added through the years, but none had been deleted. The 10-credit deletion between the classes of 1970 and 1971 occurred because of the inappropriateness of specific courses as requirements (PHED 160 - Theory of Exercise and Psychology 110 - Educational Psychology), placement of Biochemistry and Pharmacology in the first semester, junior year for better correlation with nursing subjects (Biochemistry credit was changed from 4 to 3 to eliminate irrelevant material), and the 3-credit elective in the junior year was eliminated to permit students more time to concentrate on their studies in the nursing major (this additional elective was made optional to students). The 4-credit deletion between the classes of 1971 and 1972 occurred because Physics 003 - Introduction to Physics was considered by the faculty to be interesting but not relevant in content to fulfillment of the objectives of the program in nursing. With the implementation of the new curriculum for the class of 1973, it is anticipated that the graduation requirements of 128 academic hours will remain constant.

Undergraduate Courses Attended

Nursing 150 - Medical and Surgical Nursing II - 5 credits - senior year
(University of Maryland Hospital)

Four senior students were observed in clinical laboratory practice caring