

The information submitted herewith is certified
and correct to the best of my knowledge and belief.

Eleanor Slacum
Assistant to The Dean

Florence M. Gipe / 65.
Dean

UNIVERSITY OF MARYLAND

REPORT

OF THE

SCHOOL OF NURSING

IN

PREPARATION

FOR

CONSULTATION VISIT

August 1956

University of Maryland School of Nursing
Questionnaire in Preparation for Consultation Visit

General Information (continued)

- F. What is the name and title of the administrator of the educational unit in nursing?

Florence M. Gipe, R.N., B.S., M.S., Ed. D.,
Dean and Professor of Nursing

- G. List the types of programs in nursing and the degrees offered by this unit (basic diploma, basic degree, baccalaureate programs for graduate nurses, and/or master's).

Diploma in Nursing 1889, eliminated 1953
(35 students completed program in 1956)

Basic degree, Bachelor of Science in Nursing 1952

Baccalaureate program for graduate nurses, 1954

M. S. in Nursing with major in Psychiatry, Fall 1955;
with major in Maternal and Child Health, Fall 1956

II. History

Give a brief historical sketch of the development of this educational unit in nursing within this college or university and in the local area or region.

The University of Maryland School of Nursing, the second school of nursing to be founded in Maryland was organized in December, 1889, by Louisa Parsons, a student of Florence Nightingale, and a graduate of St. Thomas Hospital School in London, England. Because of her keen interest in Miss Parson's new American School, Miss Nightingale designed for the students in this new school, the Nightingale cap which is still proudly worn by graduates of the University of Maryland School of Nursing.

In 1902 the original two year curriculum was extended to three years. For more than a generation, graduates of this growing school have served in the community, founded nursing schools in Maryland and other states, and participated in professional organizations on a national and local level. In World Wars I and II, graduates of the school served on foreign soil with the Medical Units of the University of Maryland. Again during the Korean War, University of Maryland nurses answered the call to service by ministering to the sick and wounded in the Orient. In 1920 the School of Nursing became a separate unit of the University, although it continued to be administered as a hospital school.

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II. History (continued)

Recent trends in nursing created in Maryland, as in other states, a demand for a four year program leading to the degree of Bachelor of Science in Nursing. The School of Nursing faculty advised the President and the Board of Regents of the University to inaugurate such a program to replace the existing five year plan. On May 26, 1952, the four year program was publicly announced by the President of the University. A Dean was appointed and members of the faculty were accorded academic status. Through this action, the Nursing School became a degree-granting institution. The School of Nursing, being a part of the State University which is also a Land Grant College, receives funds for operation from the University.

III. Philosophy and Purposes

Describe the philosophy of the educational unit and the purposes of its basic program (s) including: (a) when formulated, (b) when last revised, (c) by whom, (d) how used, (e) where stated and/or published.

The faculty of this School of Nursing subscribes to the philosophy of the University as a whole "that the said University has been founded and maintained upon a liberal and a democratic plan for the education of its students." The purpose therefore of the basic program in professional nursing leading to the degree of Bachelor of Science in Nursing is to prepare carefully selected young women and men for professional nursing. With this purpose the faculty proposes that the student shall live in an educational environment which promotes her growth and development as an individual and as a citizen. While learning to maintain good health for herself, the student is given the opportunity to learn to promote health programs for others. Upon satisfactory completion of certain prescribed learning experiences, the graduate should be able to assume successfully beginning positions in professional nursing and to possess a solid foundation for future preparation in such positions as she may choose in the various areas of professional nursing.

(a) Formulated 1952

(b) 1953

(c) Faculty of School of Nursing

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III. Philosophy and Purposes (continued)

- (d) (1) When curriculum is changed
- (2) Committee work such as inter-relations and faculty meetings, and
- (3) Revisions of By-Laws
- (e) Partially stated in School Bulletin, Report of University of Maryland to Middle States Association of Colleges and Secondary Schools.

IV. Organization and Administration

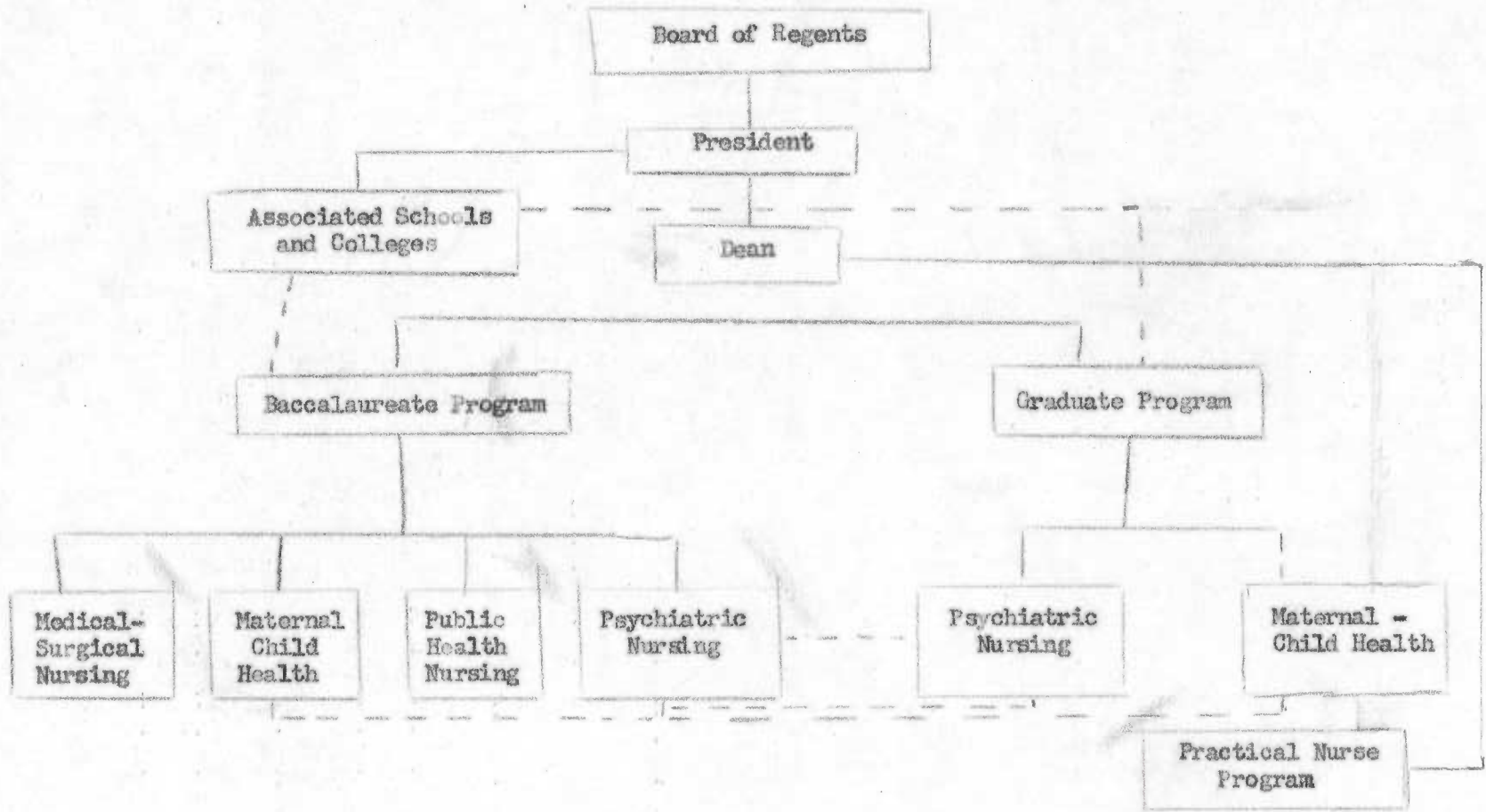
- A. Describe the organizational relationships of the educational unit within the college or university. Is there an organizational chart? If so, please include a copy. To whom is the administrator of the educational unit directly responsible?

School of Nursing is an integral part of the University of Maryland. See organizational chart.

Administrator of educational unit is directly responsible to the president of the university.

- B. How are agreements for the use of the facilities of service agencies made and implemented?
- 1) Determination of need by faculty.
 - 2) Survey of the existing community facilities.
 - 3) Agreements are implemented by contract.

PLAN OF ORGANIZATION - SCHOOL OF NURSING



University of Maryland School of Nursing
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IV. Organization and Administration (continued)

- C. Describe the financial arrangements for the educational unit. Is there a separate budget? Who prepares and administers it? What are the sources of income? How much, if any, of the income is from the service agencies? Has a cost study been made? How is the value of student service assessed? What is the cash cost of the basic program (s) to students? How much of this is in the form of tuition and fees? What sources are available and used for assistance to students in scholarships, loans, grants-in-aid, etc?

The financial arrangements for the School of Nursing are the same as for other colleges of the University. There is a separate budget for the School of Nursing. A working budget is prepared by the Dean and Chairman of Divisions; then submitted by the Dean to the President who directs it through the required channels.

The School budget is administered by the Dean of the School of Nursing. The sources of income are from student fees, state appropriations and scholarship funds. No income is from service agencies. Cost studies have been made with a request in at present for a more recent one. The value of student service is assessed by computing the number of hours she may be available for service in the clinical areas and is in agreement with other work scholarships in the University.

The cash cost of the basic program to students is approximately \$2,300. \$1,240 for tuition and fees.

Senatorial scholarships are available to students from Maryland; also several private endowments made available to the School and awarded by the Faculty Committee on Scholarships of the University. A member of the Nursing School Faculty serves on this University Scholarship Committee.

There is also a School of Nursing Loan Fund which is made available to junior and senior students to help defray the cost of the educational program. Applications for loans may be obtained from the office of the Dean of the School of Nursing.

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IV. Organization and Administration
Financial Arrangements (continued)

W. E. Kellogg Foundation Loan Fund was established at University of Maryland School of Nursing in 1942. Loans are made available to junior and senior students on basis of need, character and scholastic attainment for study in the clinical area. Applications for loans from this fund are obtained from the office of the Dean of the School of Nursing.

V. Faculty

- A. Describe the faculty organization. List the committees of the faculty, indicating areas of interest of the membership. Are minutes of meetings kept? How are recommendations implemented?

The faculty organization plan was submitted to and approved by the University of Maryland Senate in the Spring of 1956, and the faculty of the School of Nursing was re-organized according to the accepted plan.

Membership of the faculty is represented in the Faculty Assembly and the Faculty Council. The Faculty Assembly consists of members in all ranks with elected officers with the Dean of the School of Nursing as Chairman (ex officio). The Faculty Council represents the membership of the Assembly in a 1:4 ratio by members in the rank of assistant professor and above who are elected by the Faculty Assembly. The officers are chairman who is the Dean of the School by virtue of her office and other officers elected by the Council. The function of the Council is policy making, planning curricula.

(Faculty Council)

The function of the Faculty Council is legislative authority over matters of educational policy specific to the School of Nursing in general conformance with policies formulated by University Senate. Formulation and recommendation of policies pertaining to student life and activities. Appointing and setting up such standing committees as may be needed. Coordination of policies and decisions of the respective committees under its jurisdiction.
(Faculty Organization Plan attached)

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V. Faculty

A. Faculty Organization (continued)

Appointing of working committees from membership of the committees of Faculty Assembly.

Executive Committee

Florence M. Gipe, Chairman (Faculty Council: Virginia Conley, Margaret Hayes, Mary Carl, Kathryn Wohlsen.

Committee on Admissions and Registrations

Margaret Hayes, Chairman, Virginia Conley, Mary Carl, Kathryn Wohlsen.

Committee on Curriculum and Evaluation

Undergraduate Curriculum:

Virginia Conley, Chairman, Margaret Hayes, Vice-Chairman, Marguerite Hydorn, Theresa Fernandez, Kathryn Wohlsen, Ruth Dyson, Carol Hosfeld.

Graduate Curriculum:

Mary Carl, Chairman, Gladys Sellew, Vice-Chairman, Marguerite Hydorn, Frances Reed, Theresa Fernandez, Kathryn Wohlsen.

Committee on Student Health and Welfare

Kathryn Wohlsen, Chairman, Virginia Conley, Margaret Paulonis, Retta Hastings

Committee on Publications

Eleanor Slacum, Chairman, Mary Carl, Dorothy Drew, Marguerite Hydorn.

Committee on Libraries

Marcella Davis, Chairman, Ida Robinson, Ex-officio, Carol Hosfeld, Mary Grotendorf, Gladys Sellew, Ruth Dyson, Frances Wickham.

Committee on Research

Frances Wickham, Chairman, Mary Carl, Theresa Fernandez, Gladys Sellew, Carol Hosfeld.

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V. Faculty

A. Faculty Organization (continued)

Committee on Scholarships and Student Aid

Virginia Conley, Chairman, Kathryn Wohlsen, Eleanor Slacum,
Gladys Sellew.

Committee on Faculty Welfare

Eleanor Slacum, Chairman, Martha Baer, Margaret Hayes,
Peggy Dashiell.

Minutes of all meetings of the Faculty Council and Assembly are recorded and filed by the respective Secretaries. An index of formal enactments by each body is also recorded and filed.

The recommendations initiated in either group is referred to and acted upon in regular or special meetings of the respective groups.

- B. How many full-time nurse faculty are employed by the educational unit? How many part-time nurse faculty? List each full-time and part-time member of the nurse faculty and indicate: (a) title and academic rank; and (b) area of teaching and/or administrative responsibilities.

30 full-time nurse faculty are employed. *

None part-time nurse faculty are employed.

8 Visiting Lecturers

List of School of Nursing Faculty follows -

* Includes non-nurse faculty

FACULTY

NAME

TITLE AND ACADEMIC RANK

TEACHING AND/OR ADMINISTRATIVE
RESPONSIBILITIES

Martha Baer, R.N.

Instructor, B.S.

Guides student nurses in the
Public Health Program

Mary K. Carl, R.N.

Associate Professor, Ph.D.

1. Teaches Development and Learning and Research Methods and Materials in Nursing Education
2. Chairman, Graduate Programs in Nursing

Virginia C. Conley, R.N.

Assistant Professor, M.A.

1. Teaches Survey of Professional Nursing
2. Chairman, Baccalaureate Program

Marcella Z. Davis, R.N.

Assistant Professor, M.A.

1. Teaches Psychiatric Nursing in the Clinical Area

* Peggy Ann Dashiell

Instructor, B.S.

Teaches in Nursery School in Clinical Area

Dorothy A. Drew, R.N.

Instructor, M.A.

Teaches Psychiatric Nursing

* Ruth Dyson

Assistant Professor, M.S.

Instructs and Guides Learning experiences of students in nutrition

Theresa Fernandez, R.N.

Associate Professor, M.A.

Teaches Psychiatric Nursing on Graduate level. Consultant to basic collegiate Psychiatric Nursing Program

Florence M. Gipe, R.N.

Professor, Ed.D.

Teaches History and Trends in Nursing; Principles and Management for a Nursing Unit.
Executive of School
Reports to President
Chairman, Educational Program
Prepares and executes budget
Chairman, Committee, Southern Regional Education Board
Serves as a nurse member on Doctoral Committees

* non-nurse faculty members

NAME

TITLE AND ACADEMIC RANK

TEACHING AND/OR ADMINISTRATIVE
RESPONSIBILITIES

Eleanor L. Slacum, R.N.

Assistant Professor, B. S.

Teaches in Medical and Surgical
Nursing Clinical Area
Assistant to Dean, Baltimore
Division

* Mary F. Sultzer

Instructor, M. A.

Instructor, Nursery School
Practice Clinical Area

Betty Shubkagel, R.N.

Instructor, B. S.

Teaches Medical and Surgical Nursing
in Practical Nurse Program.

Ethel M. Troy, R.N.

Assistant Professor, B.S.

Director, Practical Nurse Program
Teaches in Practical Nurse Program

Frances Wickham, R.N.

Assistant Professor, B. S.

Teaches Public Health Nursing to
Graduate Nurse Students

Kathryn S. Wohlsen, R.N.

Associate Professor, M. A.

Co-ordinator, Public Health Nursing
Program for Students in the
Baccalaureate Program
Teaches Public Health Nursing

Cecelia M. Zitkus, R.N.

Assistant Professor, M. A.

Co-ordinator, program of Rehabilitative
Nursing in field agency.

** Georgia Helmick, R.N.

Instructor, M. S.

Teaches, Psychiatric Nursing, Clinical
Area

** Julia Richardson, R.N.

Instructor, M. S.

Teaches Psychiatric Nursing, Clinical
Area

** Patricia Sites, R.N.

Instructor, M. S.

Co-ordinator, Psychiatric Nursing
Program in Field Agency

** Gracia Sommerville, R.N.

Instructor, M. S.

Teaches Nursing of Children
clinical area

* non-nurse faculty member

NAME

TITLE AND ACADEMIC RANK

TEACHING AND/OR ADMINISTRATIVE
RESPONSIBILITIES

Mary Grotefend, R.N.

Assistant Professor, M. S.

Faculty co-ordinator with Field
Service Agency in Public Health
Nursing (City Health Department)

Retta Hastings, R.N.

Assistant Instructor, B. S.

Teaches in Child and Maternal
Health Program

Margaret Hayes, R.N.,

Associate Professor, M. S.

Teaches, Nursing I and II
Assistant to Dean in charge of the
College Park division
Acts as counsellor to students on
College Park campus

Carol Hosfeld, R.N.

Assistant Professor, M. S.

Teaches Medical and Surgical Nursing
Head of Medical and Surgical Nursing
Educational Area

Marguerite Hydorn, R.N.

Associate Professor, M. Ed.

Teaches in Maternal and Child Health
Program.
Head of Maternal and Child Health
Educational Area

Joyce Jacobson, R.N.

Instructor, B. S.

Teaches Psychiatric Nursing
Practical Nurse Program

Lorraine Iysack, R.N.

Instructor, B. S.

Clinical Instructor
Medical and Surgical Area

Margaret Paulonis, R.N. *

Instructor, B. S.

Teaches in Medical and Surgical Nursing

Frances Reed, R.N.

Assistant Professor, M. Ed.

Teaches in Maternal and Child Health
Program (Nursing of children)

Gladys Sellow, R.N.

Professor, Ph.D

1. Teaches courses in Sociology
2. Directing Head of Nursing of
Children in undergraduate and
graduate programs

LECTURERS FROM ASSOCIATED INSTITUTIONS

AND AGENCIES EMPLOYED BY THE

SCHOOL OF NURSING

Richard W. Bolin, R. N., B.S.	Director of Nursing Springfield State Hospital
Florence Burnett, R. N., M.A.	Mental Health Consultant Division of Public Health Nursing Maryland State Health Department
Helen Fisk, R. N., M.P.H.	Chief, Public Health Nursing Maryland State Health Department
Joseph H. Lavoie, R. N., M.A.	Director of Nursing Crownsville State Hospital
Margaret Newcomb, R. N., B.S.	Director of Nursing Sheppard-Pratt Psychiatric Hospital
Matthew Tayback, ScD.	Director, Statistical Section Baltimore City Health Department
William H. F. Warthen, M.S., M.P.H.	Director of Bureau of Public Health Baltimore County Public Health Department
J. Howard Beard, M.D., M.P.H.	Deputy State Health Officer and County Health Officer

University of Maryland School of Nursing
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V. Faculty (continued)

C. Describe the policies for the faculty relating to: (a) how appointed; (b) conditions of work; (c) health provisions; and (d) opportunities for professional growth and advancement. Are the policies for the faculty in nursing the same as those for other faculties in the college or university? If not, please explain.

- (a) Members of the faculty up to and including Assistant Professor are recommended by the Dean and appointed by the President of the University. Above Assistant Professor the appointments are recommended by the Dean and President and appointed by the Board of Regents.
- (b) Faculty members are provided with offices in the School or in the clinical area of their specialty. Holidays and vacations are observed as provided by the university calendar, five day week, teachers' retirement benefits are available. Social security is available to faculty members.
- (c) The facilities of the Personnel Health Office of the University of Maryland Medical Center are available to faculty members. They are also eligible for group membership in Blue Cross Plan.
- (d) Opportunity for professional growth is given by granted leave of absence to participate in programs for self improvement. Request for ten month appointment may be referred to Faculty Council for consideration. The policies for the School of Nursing faculty are essentially the same as for other faculties in the University.

VI. Student Personnel

If the policies for students are different from those for other students in the university or college with regard to admissions, continuance, graduation, health, counseling, weekly schedule (class, study time, clinic assignments), residence rules, etc., please explain.

Students are admitted to the School of Nursing through the Office of the Director of Admissions of the University. The students on the campus at College Park have a nurse counselor who has an office on the campus. On the Baltimore campus, the Dean of the School, the Chairman of the Graduate and Baccalaureate programs presently * assume responsibility for the student personnel program.

*A full time counseling and public relations faculty member (registered nurse) resigned to be married after eight successive years of work with the University. Successor not found. Students counseled individually.

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VI. Student Personnel (continued)

The heads of the departments in the clinical areas also assume responsibility for guidance and problem solving in the area where the problems may exist. Conference with and evaluation for each student is carried out in the respective area. The student participates in the evaluation and the recordation of such evaluations.

Students work a sixteen clock hour week for the University of Maryland Hospital for board and lodging when they live on the Baltimore campus. Twenty-four hours per week are allotted for class and study. Clinical assignments are made by members of the faculty. The dormitory is under the direction of the Associate Dean of Women of the University who has two assistants on the Baltimore campus who reside in the dormitory. The Student Government Association participates in formulation of policies regarding student life and dormitory rules with the guidance of the Associate Dean of Women.

VII. Curriculum

- A. Provide an outline of the curriculum (curricula) showing the sequence of courses, including clinical experience and the amount of credit for each course.

Photo stat copies of curriculum attached.

- B. List and briefly describe the agencies providing facilities where instruction in nursing takes place.

1. Baltimore City Department of Health.
2. Anne Arundel County State Department of Health.
- * 3. Montebello State Hospital (Rehabilitation)
- ** 4. Spring Grove State Hospital (Psychiatry)

- 1 & 2. Thirteen weeks of clinical experience is given in the City and State Health Departments. The City offers a field of experience in health problems in a metropolitan area and the State Department a field for health problems in urban and rural communities.

* Begins September 1956

** Begins January 1957

Curriculum Pattern 1956-1957

Freshman Year

	First Semester September, October, November, December, January	Second Semester February, March, April, May	Summer Session June, July, August, September
Eng. 42- Comp. and American Literature	3 semester credits	3 semester credits	
Soc. 1- Sociology of American Life	3 semester credits		
Gov. and Pol. Science 1- American Govern.		3 semester credits	
Zool. 32- Fundamentals of Zoology	4 semester credits	4 semester credits	
Chem. 1, 2- General Chemistry	3 semester credits	3 semester credits	
Speech 18, 19- Intro Speech	1 semester credit	1 semester credit	
Nurs. 3- History and Trends in Nursing	2 semester credits		
Nurs. 8- Nursing I		2 semester credits	
Physical Activities	1 semester credit	1 semester credit	
Nurs. 7- Nursing II			2 semester credits 6 weeks
Vacation			
Total Credits	17 semester credits	17 semester credits	2 semester credits
Clinical Practice (weeks)			6 weeks practice

Solid Lines indicate class and clinical instruction
Broken Lines indicate clinical practice

Curriculum Pattern 1956-1957

Sophomore Year

	First Semester September, October, November, December, January	Second Semester February, March, April, May	Summer Session June, July, August
Eng. 3, 4 or 56 - Comp and World or English Literature	3 semester credits	3 semester credits	
Hist. 5, 6 - History of Am. Civilization	3 semester credits	3 semester credits	
Psych. 1 - Intro to Psychology	3 semester credits		
Bact. 1 - General Bacteriology		2 semester credits	
Zool. 1, 2 - Human Anat. and Physia.	4 semester credits	4 semester credits	
Speech 10 - Group Discussion	2 semester credits		
Nutrition 110 - Nutrition		3 semester credits	
Nurs. 9 - Nursing in Child Health	2 semester credits		
Physical Activities	1 semester credit	1 semester credit	
Vacation			
Bio-Chem. 1 - Bio Chemistry			4 Semester Credits 8 weeks practice (Nursing II)
Total Credits	18 Semester credits	18 Semester credits	4 Semester Credits 8 weeks practice
Clinical Practice			

Solid Lines indicate class and clinical instruction

Broken Lines indicate clinical practice

Curriculum Pattern 1956 - 1957

Junior Year

	First Semester September, October, November, December, January	Second Semester February, March, April, May, June, July, August
Nurs. 105- Maternal and Child Health	10 semester credits	
	26 weeks practice	
Ed. 90-Development and Learning	3 semester credits	
Nurs. 103- Pharmacology	3 semester credits	
Nurs. 101- Applied Psychology	2 semester credits	
Nurs. 102- Medical-Surgical Nursing		10 semester credits
P.E. 160- Scientific Aspects of Movement		26 weeks practice
Soc. 64- Courtship and Marriage		3 semester credits
Vacation		4 weeks
Total Credits	18 semester credits	16 semester credits
Clinical Practice (weeks)	26 weeks practice	26 weeks practice

Solid Lines indicate class and clinical instruction

Broken Lines indicate clinical practice

Curriculum Pattern 1954-1957

Senior Year

First Semester

Second Semester

September, October, November, December, January

February, March, April, May, June

Nurs. 152-
Psychiatric Nursing

4 semester credits

13 weeks practice

Nurs. 153- Public
Health

2 semester credits

Nurs. 155- Survey
of Prof. Nursing

2 semester credits

Nurs. 158-
Bio statistics

3 semester credits

Nurs. 154- Princ. of
Manag. of Nurs. Unit

2 semester credits

Nurs. 156- Public
Health Nursing I

3 semester credits

Nurs. 157- Public
Health Nursing II

4 semester credits

Hea. 120-
Teaching Health

13 weeks practice

Medical and
Surgical Nursing

13 weeks practice

Night Nursing
Assignment

4 weeks

Total Credits

11 semester credits

11 semester credits

Clinical Practice

20 weeks practice

23 weeks practice

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VII. Curriculum (continued)

B. Agencies providing facilities -

3. Montebello State Hospital is the Rehabilitation Center for the State of Maryland. It is a 180 bed hospital with daily average of 135 patients under the management of the State Rehabilitation Director. (A new building in process of construction to house 500 patients). The entire facilities of the hospital, including physical plant and personnel, are geared toward rehabilitation. A full staff in physical medicine including physical therapists and occupational therapists augment the medical and nursing staff in carrying out an extensive program for all patients hospitalized.
4. Spring Grove State Psychiatric Hospital with a bed capacity of 2,253 is approved by the State and National Agencies for teaching in Psychiatry on all levels. The clinical experience in this large psychiatric state hospital is planned in addition to the program at the Psychiatric Institute of the University of Maryland to enrich the student's experience in Psychiatric Nursing.

The program in Public Health Nursing is under the direction of a public health nurse faculty member who holds the rank of associate professor in the School of Nursing. She is assisted by two other members of the School of Nursing faculty who are also public health nurses and guide the student's experience in the respective areas.

A University of Maryland faculty member who holds the rank of assistant professor in the School of Nursing guides the experience at Montebello Hospital in Rehabilitation Nursing. This faculty member is also stationed full time in the area with the students.

The program in Psychiatric Nursing at Spring Grove Hospital is under the direction of the head of the department who holds the rank of associate professor in psychiatric nursing at the University of Maryland School of Nursing. There are University of Maryland instructors in psychiatric nursing who spend full time in the area with the students during their field experience.

C. How is the curriculum developed? Who participates in the development?

The curriculum is developed by the School of Nursing faculty. The Curriculum Committee and those specialists in other schools and colleges who are able to make the greatest contribution participate in the program.

University of Maryland School of Nursing
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VII. Curriculum (continued)

D. Describe briefly the way in which the curriculum provides for:

1. The integration of mental health, nutrition, human relations, community and family care, and communication skills.

(Mental Health)

The curriculum provides for the integration of mental health throughout the curriculum. Specifically by inclusion of Psychology and Sociology courses on the College Park and Baltimore campuses and by the Mental Health and Psychiatric Nursing programs in the clinical areas. In considering total patient care, effort is made to fuse and integrate mental health aspects in all clinical areas. In addition, emphasis is placed upon the involvement of the individual nurse's behavior pattern in relation to herself and her work. The use of problem solving techniques is included in all areas of learning. Each student's experiential field includes a specific period in the psychosomatic patient area under the guidance of an instructor who is qualified in that field.

(Nutrition)

Nutrition as it relates to the nurse's personal needs is taught in the freshman year. An attempt is made to fuse nutrition into all of the course work in nursing. An example: The course in Social and Health Aspects in Nursing.

In the summer session while on the professional schools campus, the student is introduced to patients in the clinical area. During this phase of learning, she observes the "holistic" approach to patient care and has pointed out to her by the nutritionist the importance of an adequate diet and sees the nutritional phase in relation to the patient's needs in view of the clinical diagnosis.

During the sophomore year, following her class work in Chemistry, the student takes course work in Nutrition 110 which is taught in the College of Home Economics. During her learning experiences in the Medical and Surgical area, Nursing of Children, Maternal and Infant Care, Psychiatry, nutrition is fused into course content and in actual application. Students assist the dietitian in the Out-patient Department to calculate and observe applied nutrition.

During the field work in Public Health, the City Nutritionist teaches students how to plan adequate diet for low income families.

VII. Curriculum (continued)

D-1

(Human Relations)

That part of the basic program on the College Park campus including the humanities subjects as well as the social sciences offers a foundation for human relations which is also stressed throughout the curriculum. Again the approach to the total care of the patient in all clinical areas involves the interaction of all members of the medical team, the family unit and community agencies.

(Community and Family Care)

Community and family care are provided in practically every broad learning area. As an example:

- 1) Mother and baby in a rooming-in-plan (observing the family as a unit - father, mother, baby).
- 2) Family care in the Out-patient Department.
- 3) Family care in the Health District.
- 4) Family economic problems in situations wherein long term illness prevails.
- 5) Broad overview of a county health program assisting with various fund drives, appearing on television programs.

(Communication Skills)

Communication Skills - Fused in all areas of the program is emphasis on the skills of communication in both verbal and written aspects. Opportunity for group discussion and individual conference as well as written assignments are made available to each student. Students are made aware of the importance of the evaluation of the skills of communication as an effective tool in the techniques of problem solving.

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VII. Curriculum (continued)

- D-2 The development of the student as a mature, competent, and responsible person, able to give professional nursing care to patients and to direct the activities of others in meeting patients' nursing needs.

Nursing requires mature judgment, knowledge and understanding, therefore this philosophy is instilled into the student from the very beginning. Attempt is made by every faculty member to help develop the student to her maximum ability. The student is made to understand that with knowledge and understanding comes also responsibility. Problem solving from the less difficult to the more difficult nursing situation is demonstrated daily in the work of the nurse. Student nurses participate in class work usually by the seminar method. Because of a democratic philosophy within the school they do not hesitate to seek guidance. As a member of the nursing team within a medical care team, the student learns to accept individual and group responsibility. The work of the clinical instructor in developing the student as a citizen is not too difficult because of the excellent preparation the student has had on the College Park campus in the field of general education, natural and applied science and political science.

- D-3 The opportunity for students to assist in planning and evaluating their learning experiences.

In planning course work such as changed methodology in medical and surgical nursing from unit lines to broad fields, students serve on committees and make valid contributions.

Following periods of instruction certain tests are given followed by a student and teacher evaluation.

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VII. Curriculum (continued)

- D-4 The development of the student's understanding of the social, cultural, and political world in which she lives.

On the College Park campus the student participates in sorority and intercollegiate athletic activities. The theater on the campus affords opportunity to observe and participate in dramatic arts, Glee clubs, and church groups exist on the College Park as well as on the Baltimore campus area. Good libraries are available on both campuses. The student participates in the affairs of Student Government on both campuses. She functions in committee work in the school and is continually in the process of development, being made aware of the necessity for and functioning of civic groups on community, state and national levels. All University of Maryland student nurses are members of the Maryland Student Nurses' Association. The student body is represented at all state and national meetings and conventions.

- D-5 The development of the student's ability to solve problems and make effective adjustments to varying situations.

Answered under D-2

- E. What measures are used to evaluate student progress?

The student functions as a member of the team, sometimes the leader on the nursing team. The type of performance in relation to the patient, her team-mates and herself are evident of her ability to apply what she has learned.

- F. What are the state and school mean scores on each clinical area on the state licensing examination for the last three graduating classes?

See attached copies.

VIII. Area of Consultation

In what areas do you feel the greatest need for assistance through consultation at this time?

(clinical areas)

The need includes a critical examination of the basic professional curriculum in terms of instruction and planning for clinical experience including Public Health Nursing.

University of Maryland School of Nursing
Questionnaire in Preparation for Consultation Visit

VIII. Area of Consultation (continued)

The faculty is interested in achieving the purposes and objectives of the areas in a manner consistent with recognized educational and professional principles.

TO: Directors - Schools of Nursing
 FROM: Maryland State Board of Examiners of Nurses
 DATE: February 10, 1956

STANDARD SCORE MEANS FOR SCHOOLS OF NURSING ON THE STATE BOARD TEST POOL EXAMINATIONS - SERIES 154

Table based on Candidates Tested During Calendar Year of 1955

22 Schools of Nursing are included in this report

STATE BOARD TEST POOL EXAMINATION - SERIES 154		MEDICAL NURSING	SURGICAL NURSING	OBSTETRIC NURSING	NURSING OF CHILDREN	PSYCHIATRIC NURSING	
		#1	#2	#3	#4	#5	
MASTER STANDARDIZATION GROUP	TOTAL NUMBER OF CANDIDATES	12,619	12,619	12,619	12,619	39,617	
	SS MEAN *	500.0	500.0	500.0	500.0	500.0	
MARYLAND	SS MEAN **	503	533.8	535.3	527.3	560.4	
	NO. Cand.						
UNIVERSITY OF MARYLAND DEGREE PROGRAM	LOCATION BALTIMORE	13	602.7	615.1	658.2	656.2	670.0

* Standard Score Means for MASTER STANDARDIZATION GROUP are those made by the candidates who composed the group upon whom the SERIES 949 master standard scores are based and with which SERIES 154 scores are equated. These candidates wrote the licensing examination for the first time during the period September 15, 1949 - September 30, 1951 inclusive and were graduates of schools of nursing in operation October 1, 1951.

** Standard Score Means for schools are based on the candidates tested with SERIES 154 during the calendar year 1955. These means include only the scores of candidates who wrote for the first time all the tests used by your jurisdiction or who were graduated from schools of nursing outside your jurisdiction are excluded.

TO: Directors - Schools of Nursing
 FROM: Maryland State Board of Examiners of Nurses
 DATE: March 11, 1955

STANDARD SCORE MEANS FOR SCHOOLS OF NURSING ON THE STATE BOARD TEST POOL EXAMINATIONS - SERIES 154

Table Based on Candidates Tested During Calendar Year of 1954

21 Schools of Nursing are included in this report

STATE BOARD TEST POOL EXAMINATION - SERIES 154		MEDICAL NURSING	SURGICAL NURSING	OBSTETRIC NURSING	NURSING OF CHILDREN	PSYCHIATRIC NURSING
		#1	#2	#3	#4	#5
MASTER STANDARDIZATION GROUP	TOTAL NO. OF CASES	42,619	42,619	42,619	42,619	42,619
	SS MEAN *	500.0	500.0	500.0	500.0	500.0
MARYLAND	SS MEAN ** No. Cases	512 518.2	519.1	504.7	538.0	545.0
University of Maryland, Baltimore Maryland	Three Year Diploma Program	31 535.4	527.3	554.6	578.7	592.4

* Standard Score Means for MASTER STANDARDIZATION GROUP are those made by the candidates who composed the group upon whom the SERIES 949 master standard scores are based and with which Series 154 scores are equated. These candidates wrote the licensing examination for the first time during the period September 15, 1949 - September 30, 1951 inclusive and were graduates of schools of nursing in operation October 1, 1951.

** Standard Score Means for schools are based on the candidates tested with SERIES 154 during the calendar year 1954. These means include only the scores of candidates who wrote for the first time all the tests used by your jurisdiction. The scores of candidates who re wrote the examination or who did not write all the tests used by your jurisdiction or who were graduated from schools of nursing outside your jurisdiction are excluded.

TO: Directors, Schools of Nursing
 FROM: Maryland State Board of Examiners of Nurses
 DATE: March 11, 1955

STANDARD SCORE MEANS FOR SCHOOLS OF NURSING ON THE STATE BOARD TEST POOL EXAMINATIONS - SERIES 154

Table Based on Candidates Tested During Calendar Year of 1954

21 schools of Nursing are included in this report

STATE BOARD TEST POOL EXAMINATION - SERIES 154			MEDICAL NURSING #1	SURGICAL NURSING #2	OBSTETRIC NURSING #3	CHILDREN NURSING OF #4	PSYCHIATRIC NURSING #5
MASTER STANDARDIZATION GROUP		TOTAL NO. OF CASES	42,619	42,619	42,619	42,619	39,647
		SS MEAN *	500.0	500.0	500.0	500.0	500.0
MARYLAND	No. of Cases	SS MEAN **					
	542		518.2	519.1	504.7	538.0	545.0
University of Maryland Baltimore, Maryland	Degree Program	17	622.5	608.0	617.8	634.8	662.8

* Standard Score Means for MASTER STANDARDIZATION GROUP are those made by the candidates who composed the group upon whom the SERIES 949 master standard scores are based and with which SERIES 154 scores are equated. These candidates wrote the licensing examination for the first time during the period September 15, 1949 - September 30, 1951 inclusive and were graduates of schools of nursing in operation October 1, 1951.

** Standard Score Means for schools are based on the candidates tested with SERIES 154 during the calendar year 1954. These means include only the scores of candidates who wrote for the first time all the tests used by your jurisdiction. The scores of candidates who rewrote the examination or who did not write all the tests used by your jurisdiction or who were graduated from school of nursing outside your jurisdiction are excluded.

TO: Directors - Schools of Nursing
 FROM: Maryland State Board of Examiners of Nurses
 DATE: February 10, 1956

STANDARD SCORE MEANS FOR SCHOOLS OF NURSING ON THE STATE BOARD TEST POOL EXAMINATIONS - SERIES 154

Table based on Candidates Tested During Calendar Year of 1955

22 Schools of Nursing are included in this report

STATE BOARD TEST POOL EXAMINATION - SERIES 154		MEDICAL NURSING #1	SURGICAL NURSING #2	OBSTETRIC NURSING #3	NURSING OF CHILDREN #4	PSYCHIATRIC NURSING #5	
MASTER STANDARDIZATION GROUP	TOTAL NUMBER OF CANDIDATES	42,619	42,619	42,619	42,619	39,647	
	SS MEAN *	500.0	500.0	500.0	500.0	500.0	
MARYLAND	SS MEAN **	NO. CAND.	533.8	535.3	527.3	560.4	563.1
UNIVERSITY OF MARYLAND THREE-YEAR DIPLOMA PROGRAM	LOCATION BALTIMORE	39	552.5	527.0	540.1	577.3	576.8

* Standard Score Means for MASTER STANDARDIZATION GROUP are those made by the candidates who composed the group upon whom the SERIES 949 master standard scores are based and with which SERIES 154 scores are equated. These candidates wrote the licensing examination for the first time during the period September 15, 1949 - September 30, 1951 inclusive and were graduates of schools of nursing in operation October 1, 1951

** Standard Score Means for Schools are based on the candidates tested with SERIES 154 during the calendar year 1955. These means include only the scores of candidates who wrote for the first time all the tests used by your jurisdiction. The scores of candidates who repeated the examination or who did not write all the tests used by your jurisdiction or who were graduates from schools of nursing outside your jurisdiction are excluded

TO: Directors - Schools of Nursing
 FROM: Maryland State Board of Examiners of Nurses
 DATE: June 8, 1954

STANDARD SCORE MEANS FOR SCHOOLS OF NURSING ON THE STATE BOARD TEST POOL EXAMINATION * SERIES 951

Yearly period - January 1, 1953 - to December 31, 1953

21 Schools of Nursing are included in this report

STATE BOARD TEST POOL EXAMINATIONS			Medical Nursing	SURGICAL NURSING	OBSTETRIC N NURSING	NURSING OF CHILDREN	COMMUN. DISEASE NURSING	PSYCHIATRIC NURSING
			#1	#2	#3	#4	#5	#6
ALL JURISDICTIONS	TOTAL NO. OF CASES		42,619	42,619	42,619	42,619	42,419	39,647
	SS Mean *		500.0	500.0	500.0	500.0	500.0	500.0
MARYLAND	SS MEAN **	NO. OF CASES						
		496	508.0	508.2	505.1	518.6	514.7	504.4
UNIVERSITY OF MARYLAND		44	527.6	523.1	533.7	552.1	542.1	547.6

* Standard Score Means for ALL JURISDICTIONS are those made by the candidates who composed the standardization group and upon whom the SERIES 949 master standard scores are based. These candidates wrote the licensing examination for the first time during the period September 15, 1949 - September 30, 1951 inclusive and were graduates of schools of nursing in operation October 1, 1951.

** Standard Score Means for schools are based on the candidates tested with Series 951 during the period shown above. These Means include only the scores of candidates who wrote for the first time all the tests used by your jurisdiction. The scores of candidates who rewrote the examination or who did not write all the tests used by your jurisdiction or who were graduated from schools of nursing outside your jurisdiction are excluded.