

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

DIVISION OF BACCALAUREATE AND HIGHER DEGREE PROGRAMS

REPORT OF VISIT FOR ACCREDITING PURPOSES
TO THE
UNIVERSITY OF MARYLAND
SCHOOL OF NURSING
BALTIMORE, MARYLAND

February 28-March 3, 1978

PURPOSE OF THE VISIT

*The baccalaureate and masters degree programs were visited for continuing accreditation.

VISITORS

Dr. Marie O'Koren, Dean, School of Nursing, University of Alabama in Birmingham, Birmingham, Alabama
Dr. Edith Anderson, Dean, College of Nursing, University of Delaware, Newark, Delaware
Dr. Dorothy McLennan, Chairman, Department of Pediatric Nursing, School of Nursing, Yale University, New Haven, Connecticut
Dr. Jacqueline Fawcett, Assistant Professor, Graduate Program in Nursing, School of Nursing, University of Connecticut, Storrs, Connecticut

PERSONS INTERVIEWED

Dr. Marion Murphy, Dean
Dr. Frieda Holt, Associate Dean
Dr. Mary Ann Eells, Associate Dean
Ms. F. Patricia Koonz, Director, Continuing Education
COL Hazel Johnson, Assistant Dean, WRAIN Center
Dr. Shirley Hale, Assistant Dean, Mercy Center
Dr. Helen Kohler, Director, Outreach Program
Dr. Albin O. Kuhn, Chancellor, The University of Maryland at Baltimore
Dr. John M. Dennis, Vice-Chancellor for Health Affairs and Dean, School of Medicine
Dr. William J. Kinnard, Jr., Dean, Graduate Studies & Research
Mr. Wayne Smith, Director, Office of Admissions and Registrations
Mr. Cyril Feng, Librarian, Health Sciences Library

*1977 Criteria for the Appraisal of Baccalaureate and Higher Degree Programs in Nursing used.

Added to this report are the comments (if any) of the faculty who read the draft of this report.

PERSONS INTERVIEWED (cont'd)

Mr. Walter Smith, Assistant to the Dean for Personnel and Facilities
Mr. Donald McAneny, Vice President, Mercy Hospital Clinical Center
Sister Mary Elizabeth Anne, R.S.M., Director of Nursing, Mercy Hospital
Ms. Jane Esher, Home Health Coordinator at Talbot County Health Dept.,
Eastern Shore
Mrs. Albites, Director, Eastern Shore Hospital Center, Cambridge
Ms. Karin Johnson, Outreach Faculty, Eastern Shore

GROUP MEETINGS

Administrative Conference Group
Dr. Marion I. Murphy, Dean

Graduate Faculty Members

Dr. Frieda Holt, Associate Dean
Dr. Ada Lindsey, Assistant Dean
Dr. Betty Lenz, Director, Doctoral Project
Dr. Hazle Blakeney, Chairperson, Career Development
Mrs. Rachel Booth, Chairperson, Primary Care Nursing
Dr. Marlene Reid, Chairperson, Psychiatric Nursing
Dr. Virginia Ruth, Chairperson, Community Health Nursing
Dr. Betty Shubkagel, Chairperson, Medical-Surgical Nursing

Undergraduate Faculty Members

Dr. Mary Ann Eells, Associate Dean
Mrs. Rosetta Sands, Assistant Dean for Curriculum
Dr. Malissa Harkleroad, Assistant Dean for Admissions and Progression
Col. Hazel Johnson, Assistant Dean, WRAIN Center
Dr. Shirley Hale, Assistant Dean, Mercy Center
Mrs. Gina Venn, Director, Junior Year
Miss Norma Melrohm, Director, Senior Year

Other Members

Ms. F. Patricia Koonz, Director, Continuing Education
Dr. Helen Kohler, Director, Outreach Program
Ms. Ann Morgan, Coordinator for Faculty Development
Dr. Sonya Shelley, Director, Center for Research and Evaluation
Dr. Louise Linthicum, Special Administrative Assignment
Ms. Kay Wallis, Representing Nursing Administration, University of
Maryland Hospital

Representatives of Graduate Faculty
Representatives of Undergraduate Faculty (RN and Generics)
Undergraduate Student Officers (UMAB, Mercy, WRAIN, RNs)
Graduate Students
R.N. Students
Junior Students, Mercy Center
Senior Students, Mercy Center

PERSONS INTERVIEWED (cont'd)

Junior Faculty, Mercy Center
Senior Faculty, Mercy Center
Students, WRAIN Center
Faculty, WRAIN Center
Student Support Services Staff
Center for Instructional Media Staff
Representatives of Graduate Maternal-Child Faculty
Open Meeting with Representatives of faculty from UMAB, Mercy,
WRAIN, and generic, RN, and graduate students
Students at Eastern Shore Hospital Center

CLASSES ATTENDED

Undergraduate

NURS 315 - Concepts II UMAB
NURS 324 - Concepts III UMAB
NURS 315 - Concepts II Mercy Center
NURS 410 - Survey of Research and Statistics
NURS 315 - Concepts II (Clinical UMAB)
NURS 324 - Concepts IIIA (Clinical UMAB)
NURS 335 - Concepts IVB - Clinical Conference
NURS 325 - Concepts IIIB - Clinical
NURS 324 - Concepts IIIA - Clinical

Graduate

NURS 602 - Conceptual Framework for Nursing Practice (theory)
NURS 654 - Liaison Nursing I
NURS 702 - Application of Inferential Statistics to Nursing Research
Design
NURS 622 - Medical-Surgical Nursing II
NURS 602 - Conceptual Framework for Nursing Practice (clinical)
NURS 655 - Orientation to Critical Concepts in Family

RESOURCES AND FACILITIES VISITED

School of Nursing Building, including Instructional Media Center and
Center for Research and Evaluation
University Hospital
Mercy Hospital Center
WRAIN Center
UMAB Library
Western Health District (Baltimore City Health Dept.)
Sinai Hospital of Baltimore

ORGANIZATION AND ADMINISTRATION

(See Self-Study Report, pages 1-65, Book I)

Interviews with the Chancellor, Vice-Chancellor for Health Affairs, and

ORGANIZATION AND ADMINISTRATION (cont'd)

the Dean of the Graduate School revealed that the School of Nursing enjoys the support and respect of the administration of UMAB. The Vice-Chancellor, who is also the Dean of the Medical School, acts in a staff capacity to the Chancellor in coordinating the various interdisciplinary activities in which the various schools are involved, e.g., primary health team activities. The various schools have collaborated on a number of interdisciplinary endeavors.

The faculty and students expressed satisfaction that they are adequately represented on the committees of both the institution and the School. Committee reports were reviewed and demonstrated that the groups hold regularly scheduled meetings. Their activities and progress are generally consistently documented.

The Dean stated that the budget is minimally adequate at the present time; however, there is much concern about the discontinuation of federal funds during the next year, especially those funds received from NIMH and Capitations. The Dean also indicated that faculty salaries are not competitive with those offered by the community college nursing programs.

STUDENTS

(See Self-Study Report, pages 269-285 Book II; pages 605-619, Book III)

Current Enrollment

Masters Full Time 118, Part-time 148
 Special Students 4

Total: 270

Baccalaureate	Basic R.N.		Basic R.N.	
	<u>Full-Time</u>		<u>Part-Time</u>	
Freshman	-	-	-	-
Sophomore	-	-	-	-
Junior	310	-	6	-
Senior	<u>380</u>	<u>118</u>	<u>0</u>	<u>42</u>
Total Bacc	690	118	6	42

Graduations

BACHELOR OF SCIENCE IN NURSING

	<u>1977*</u>	<u>1976*</u>	<u>1975**</u>	<u>1974</u>	<u>1973</u>
<u>Generic</u>					
UMAB	241	235	289	217	170
WRAIN	127	149	160	139	125
MERCY	39	33	--	--	--
Registered Nurses (UMAB)	<u>91</u>	<u>95</u>	<u>72</u>	<u>57</u>	<u>90</u>
Total Undergraduate	498	512	521	413	385

STUDENTS (cont'd)

*Reflects result of a limitation on junior admissions to UMAB which was implemented in 1974; 260 juniors admitted for UMAB center and 40 for Mercy.

**Graduations in 1975 represent the tremendous increase in junior enrollment experienced in 1972-73; permission to limit admission of juniors at UMAB was not approved by the University until 1974.

MASTER OF SCIENCE

	<u>1977</u>	<u>1976</u>	<u>1975</u>	<u>1974</u>	<u>1973</u>
Total Graduates	105	87	100	109	91

Observations of students in classes, group meetings, and other settings, coupled with recorded data, demonstrate that minority students, males and students representing a broad age range are enrolled in the School.

Information obtained in group meetings with students and from representatives in Student Support Services revealed that while the School-wide student government association consists of representatives from UMAB, WRAIN, and Mercy Center, each has its own student government in addition. There is no University-wide student government association. Rather, each school has its own student organization. Campus student activities consist of those sponsored by the respective schools or organizations. Cultural events are accessible to students in the nearby Civic Center and Mechanics Theater.

The Academic Handbook was reviewed and found to contain detailed procedures appropriate to the students' needs. Students verbalized their awareness of grievance and/or appeals procedures.

Students stated that they are involved in the process of curriculum planning and evaluation, as well as faculty evaluation.

The students in both the undergraduate and graduate programs were enthusiastic about nursing education offerings. They expressed appreciation for faculty interest and advisement, and for opportunities to present problems with the feeling that their suggestions and recommendations were acted upon in faculty committees.

RN students supported their program wholeheartedly, especially in relation to the flexibility which maximizes their previous educational and professional experiences. Most of these students said they planned to continue their education at the Masters level.

State Board Examination results for July 6-7, 1977 are as follows:

<u>Total taking exams:</u>	<u>Passed</u>	<u>Failed</u>
342	312	30 (8.7%)

FACULTY

(See Self-Study Report, pages 66-169, Book I)

Faculty use summers to maintain clinical skills, engage in research, write research proposals, prepare course materials, and attend workshops. The Advisory Council stated that more faculty research needs to be stimulated.

Faculty participate in continuing education as part of their work loads. Funds which faculty earn from continuing education become part of a revolving account which supports faculty travel and attendance at workshops (page 207, Book I). Faculty participation in continuing education is voluntary but is evaluated for promotion and tenure.

CURRICULUM

(See Self-Study Report, pages 267-602, Book II; pages 603-954, Book III)

The conceptual framework is reflected in course outlines and objectives with the exception of the research sequence. According to the Research and Evaluation Center staff, there is no deliberate effort to articulate the content or assignments of the research methods and statistics courses (NURS 410, 701, 702) with either framework.

While the faculty have made a great deal of progress toward developing the conceptual framework, the constructs in the framework are not clearly interrelated. In fact, there is a separate framework for each program with limited evidence of articulation. The graduate faculty stated that the graduate program framework is in a period of refinement and evolution, and that it reveals the focus of the program. In each program, however, there is ample evidence of students' and faculty's use of the frameworks.

Visitors observed undergraduate students in a variety of clinical settings. Faculty responsible for the students showed visitors the assignments, and discussed plans for the experiences. Students indicated awareness of course objectives, objectives for the clinical experience, use of the components of the conceptual framework, and use of nursing care plans. The experiences seemed appropriate for the level of learning.

In all three centers, visitors attended classes and observed a variety of teaching methods including appropriate use of media. Students had course outlines, bibliographies, and assignments. Interaction between students and teachers was good. Faculty and students referred to principles, previous learnings, clinical experiences, and readings in the classes. Students' written materials reflected appropriate level assignments to meet course objectives.

Because of the nature of the University, there is a limited number of electives available outside of the health sciences. Flexibility within the structure of the programs was noted, but inability to take more than the minimum number of electives was frustrating to many students.

Registered Nurse students expressed dissatisfaction with the policy of

CURRICULUM (cont'd)

including the Challenge examination grade in the grade point average which resulted in lowering the GPA, negatively affecting entrance into graduate school, and diminishing possibilities for qualifying for financial assistance.

Wrain Center

A visit to WRAIN revealed that the same course outlines and objectives are used for students. Faculty clearly outlined objectives of clinical experiences for students. Visitors observed that students were using nursing care plans and were familiar with the course objectives and conceptual framework.

Outreach

A visit to the Outreach program, Salisbury, indicated that students are taught the same course as that given on the main campus. One of the guest lecturers gave the class that day just as she did on the main campus.

The Salisbury area will not accept more RN students because Salisbury State College has opened an upper division baccalaureate program. Under the Kellogg grant, the Cumberland area will continue with another class of students.

Interest in giving masters degree courses off campus is high. The Advisory Committee will review this matter.

The Mercy Center

A visit to Mercy Hospital indicated that this center is in actuality viewed by both faculty and students as an identifiable unit within and part of the School of Nursing.

Students express no ambiguity in their identification with UMAB, but indicate general satisfaction with their faculty and clinical facilities. Participation in UMAB activities and travel to UMAB campus for selected classes facilitate communication for Juniors. Senior teams are composed of Mercy-based and UMAB-based faculty and students. Clinical and classes rotate between the two facilities providing opportunities for all seniors to benefit from a variety of experiences.

There was evident "esprit de corps" manifested by students and faculty as they described their interactions and interrelationships at Mercy. The students' only discontent was with the rules imposed by residence officials, particularly in regard to curfew.

Although faculty are eligible for progress in academic ranks, they are not eligible for tenure. Faculty identified Mercy fringe benefits as compensating for tenure and expressed no concerns. It was pointed out by administrators, however, that faculty did have the option to be placed on either budget.

CURRICULUM (cont'd)

Visitors observed that courses taught at all centers demonstrated consistency in quality and content.

GRADUATE CURRICULUM

(See Self-Study Report, pages 662-663, Book III)

With regard to building graduate content upon that leading to the baccalaureate degree, evidence was provided through observations in classroom and clinical experiences, conversations with students, and the review of course outlines.

Additionally, study of concept and theory building, developing and testing hypotheses, and drawing conclusions based on systematic research was evidenced in course assignments, student research assignments, and theses.

The graduate faculty responded to differences in length of programs and number of credits by giving the following rationale: more time is needed by the primary care majors to develop clinical competencies for the role; majors in gerontological nursing must develop a clinical area as well as the knowledge base in gerontological nursing; majors in maternal-child nursing are required to take more hours in the basic sciences.

RESOURCES, FACILITIES AND SERVICES

(See Self-Study Report, pages 170-201, Book I)

The School's contracts with agencies were found to be complete and up to date.

The space needs of the School of Nursing may be relieved to some extent by relocating part of faculty into space left vacant by programs moving into new buildings. It is imperative that adequate teaching and office space be provided. The Chancellor indicated that space for nursing is among the priorities that will be addressed in the near future.

As described in the report, (pages 172-173, Book I; pages 696-698, Book III), the School has organized a Center for Research and Evaluation. The Center Director, Dr. Sonya Shelley, noted that while equipment was generally adequate for the needs of the School, space was at a premium. This was verified by the visitors. One narrow, small room was available for data processing and analysis using calculators and a terminal. Key punch machines, required for NURS 702 assignments, are available only at the main computer center elsewhere on the Baltimore campus. The key punch machine mentioned on page 696 of the report has not yet been delivered to the Center, and is not expected in the near future.

CONTINUING EDUCATION AND PRIMARY CARE NURSE PRACTITIONER PROGRAM

(See Self-Study Report, pages 203-225, Book I)

The Continuing Education and Practitioner programs were reviewed and found to be essentially self-supporting. There was no evidence that these programs have deleterious effects on either the baccalaureate or masters programs from the viewpoint of budget or faculty workload.

FUTURE PLANS

The administration and faculty verbalized the following plans for the future:

1. Expand offerings to increase the number of baccalaureate and masters prepared nursing service personnel
2. Increase research productivity
3. Refine conceptual framework for both programs
4. Initiate the doctoral program
5. Establish masters level primary care pediatric practitioner program
6. Develop additional space for instructional and supportive programs.

UNIVERSITY OF MARYLAND
SCHOOL OF NURSING

CORRECTIONS AND COMMENTS FOR VISITORS' REPORT

<u>Page</u>		
2	5th line	Insert <u>Rosemarie</u> before Albites
2	6th line	Insert <u>Assistant Professor</u> after Karin Johnson's name
3	10th line	Insert <u>Outreach</u> before students
3	Resources and Facilities Visited after last line	Add <u>Outreach Center, Eastern Shore</u>
4	Current Enrollment	Add <u>Spring 1978</u>
5	4th paragraph, 3rd line	Substitute <u>Council</u> for Government
5	4th paragraph, 5th line	Substitute <u>Campus-wide</u> for University-wide
5	after 6th line	Insert <u>See Book III, p. 966 for Graduate Student Association</u>
6	2nd paragraph, 1st line	Insert <u>voluntarily</u> before participate
	2nd line	Insert <u>individual</u> before faculty
	3rdline	Change to: <u>supports that faculty member's travel, etc.</u> Add: <u>See Book I, p. 207, C.</u>
	CURRICULUM	
6	1st paragraph	These statements are correct. However, the following explanation may add clarity: Although the research courses are not organized via the conceptual frameworks and all constructs are not systematically incorporated, research methodology and statistical skills are applied to nursing concepts. Clinical nursing situations are used as the basis for teaching research design, students critique nursing research literature, individually develop measurement tools to quantify concepts of the framework, conduct group studies on individual concepts and the relationship between concepts. Research faculty also emphasize techniques useful in developing and testing conceptual frameworks.

