To Communicate with the School

ADDRESS INQUIRIES TO:
School of Nursing
179 Fort Washington Avenue
New York, N.Y. 10032

Telephone:
(Area code 212) 694-5756

Application Form:
See the back of this bulletin.

The Faculty of Medicine
School of Nursing

Columbia University Bulletin

Baccalaureate Program in Nursing
Master's Programs in Clinical Nursing

1980-1981
Academic Calendar, 1980–1981

Major Religious Holidays

See Registration, Expenses, and Other Information — Attendance and Length of Residence for a statement of University policy regarding religious holidays.

1980

A late fee must be paid by students who apply or reapply after Friday, August 1, for all degrees to be awarded in October.

A late fee must be paid by students allowed to register after Wednesday, September 3.

A late fee must be paid by students who apply or reapply after Friday, October 31, for all degrees to be awarded in January.

AUGUST

1. Friday. Last day to apply or reapply for all October degrees (see September 4).

SEPTEMBER

2. Tuesday. Orientation for junior and graduate students.
2–3. Tuesday–Wednesday. Registration for the autumn term.
4. Thursday. Autumn term classes begin.
4. Thursday. Last day to file late application for October degrees.
8. Monday. First day to change programs and to apply to audit courses.
16. Tuesday. Last day to change programs and to apply to audit courses. No adjustments of fees for individual courses dropped after this date.

OCTOBER

22. Wednesday. Award of October degrees.
31. Friday. Last day to apply or reapply for January degrees (see December 5).

NOVEMBER

13. Thursday. Last day to drop courses.
ACADEMIC CALENDAR

DECEMBER
5 Friday. Last day to file late application for January degrees.
10 Wednesday. Last day of classes.
11 Thursday. Study day.
12-19 Friday-Friday. Examination period.
19 Friday. Autumn term ends.

1981
A late fee must be paid by students allowed to register after Friday, January 16.
A late fee must be paid by students who apply or reapply after Monday, February 16, for all degrees to be awarded in May.

JANUARY
15-16 Thursday-Friday. Registration for spring term.
19 Monday. Spring term classes begin.
21 Wednesday. Award of January degrees.
22 Thursday. First day to change programs and to apply to audit courses.
28 Wednesday. Last day to change programs and to apply to audit courses. No adjustment of fees for individual courses dropped after this date.

FEBRUARY
15 Sunday. Annual Commemoration Service in St. Paul's Chapel.
16 Monday. Last day to apply or reapply for May degrees (see March 30).

MARCH
8-15 Sunday-Sunday. Spring holidays.
19 Thursday. Last day to drop courses.
30 Monday. Last day to file late application for May degrees.

APRIL
29 Wednesday. Last day of classes.
30 Thursday. Study day.

MAY
1-8 Friday-Friday. Examination period.
8 Friday. Spring term ends.

10 Sunday. Baccalaureate Service.
13 Wednesday. Conferring of degrees.
15 Friday. Registration for summer session.
18 Monday. Classes begin, for the eight-week and twelve-week summer sessions.

JULY
10 Friday. Eight-week summer session ends.

AUGUST
7 Friday. Twelve-week summer session ends.
28 Friday. Nurse Anesthesia Residency ends.
Officers of Administration

MICHAEL J. SOVERN, LL.B., LL.D.  President of the University
PETER LIKINS, Ph.D.  Provost of the University
FRITZ R. STERN, Ph.D.  Provost of the University
PAUL A. MARKS, M.D.  Vice President for Health Sciences
FREDERICK B. PUTNEY, Ph.D.  Deputy Vice President for Health Sciences Administration
JOHN A. FIORILLO, M.A.  Assistant Vice President for Health Sciences Administration
DONALD F. TAPLEY, M.D.  Dean of the Faculty of Medicine
BERNARD D. CHALLENGOR, M.D.  Associate Dean for Hospital Affairs; Acting Chairman of the Department of Public Health
JOSE M. FERRER, M.D.  Associate Dean for Postgraduate Education
HELEN F. PETTIT, M.A.  Associate Dean (Nursing)
NORMAN B. TOY, D.B.A.  Associate Dean for Administrative Affairs
INEZ E. KLINCK, B.A.  Assistant Dean for Academic Administration
PAUL T. MCLAUGHLIN, M.B.A.  Assistant Dean for Administrative Affairs

Faculty Council
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Andree, Ronald A.
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Batt, Ellen R.
Bendixen, Humbilt H.
Benesch, Ruth E.
Bernstein, Michael
Bertsch, Robert G.
Bigger, J. Thomas, Jr.
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Bito, Laszlo Z.
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Brahm, Stanley B.
Branwood, A. Whitley
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Faniglio, Cecilia M.
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Garvey, Glenda
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Khanna, Syam M.
King, Donald W.
King, Thomas C.
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Knowlton, Abbie I.
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Latham, W. David
Lattimer, John K.
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Megill, William J.
Michelsen, Fred J.
Mignon, Frank V.
Miller, Orlando J.
Morris, Thomas Q.
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Neuwirth, Robert S.
Nicholson, John F.
Nunes, Eladio A.
Panwar, Smriti
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Peris, Benvenuto
Pettit, Helen F.
Pines, Kermit L.
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Reemtsma, Keith
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Rosenberg, Stephen N.
Rowland, Lewis P.
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Schlesinger, Edward B.
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Silva, Fred
Silverman, Ann-Judith
Sovrn, Michael I.
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Vands Wiele, Raymond L.
Walther, Robert
Warburton, Dorothy P.
Worthum, Arthur R.
Wathers, Doris L.
Young, Charles S.

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Bell, Jennifer J.
Blumenfeld, Thomas
Canfield, Robert E.
Dillon, Thomas F.
Estes, Dorothy
Ferrar, Jose M.
Fiorillo, John
Garbutti, Gary
Gates, Marguerite
Golstein, Rachael
Hofmann, Frederic G.
Jaquinta, Frank E.
Klinck, Inez E.
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Mingaque, William F.
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Wichern, Walter A.
Williams, Alexander H.
Winick, Myron
Officers of Instruction

ANN M. EARLE. Professor of Nursing; Chairman—Division of Psychiatric Nursing; Program Director, Graduate Program in Psychiatric-Community Mental Health Nursing. B.S., New York University, 1952; Ed.D., 1969; Graduate, Bridgeport Hospital School of Nursing, 1947

LUCIE S. KELLY. Professor of Nursing in Public Health. B.S.N., Pittsburgh, 1947; M.Litt., 1957; Ph.D., 1965; Graduate, University of Pittsburgh School of Nursing, 1947

HELEN F. PETTIT. Professor of Nursing; Associate Dean. B.S., Columbia, 1940; M.A., New York University, 1952; Graduate, Presbyterian Hospital School of Nursing, 1936

CONSTANCE P. CLEARY. Associate Professor of Nursing; Program Coordinator—Undergraduate. B.S., New York University, 1953; M.A., Columbia, 1958; M.Ed., 1973; Ed.D., 1980; Graduate, Bellevue Hospital School of Nursing, 1946

MARTHA E. HABER. Associate Professor of Clinical Nursing. B.S., Columbia, 1949; M.A., 1959; Graduate, Department of Nursing, Faculty of Medicine, 1949

EUNICE C. MESSLER. Associate Clinical Professor of Nursing; Chairman—Division of Maternal-Child Health Nursing; Program Director, Graduate Program in Perinatal Nursing. M.N., Western Reserve, 1956; M.A., Columbia, 1963; Ed.D., 1974; Graduate, Frances Payne Bolton School of Nursing, 1956

MARY R. MANNETTI. Assistant Professor of Nursing. B.S., New York University, 1961; M.A., 1965; M.Ed., Columbia, 1974; Ed.D., 1980; Graduate, Moses Taylor Hospital School of Nursing, 1952

BARBARA J. DECKER. Assistant Professor of Nursing; Program Director, Graduate Program in Maternity Nursing-Nurse-Midwifery. B.S., Columbia, 1960; M.A., 1973; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1960

CHARMAINE J. FITZIG. Assistant Professor of Nursing; Community Health Nursing Area Coordinator. B.S., Cornell, 1957; M.S., Hunter, 1963; M.P.H., Columbia, 1965; Graduate, Cornell University—New York Hospital School of Nursing, 1957

ROSE M. HOYNAK. Assistant Professor of Clinical Nursing; Clinical Coordinator, Orthopedic Nursing. B.S., Columbia, 1945; M.A., 1959; Graduate, Department of Nursing, Faculty of Medicine, 1945

DOLORES C. JACKSON. Assistant Professor of Nursing; Program Director, Graduate Program in Pediatric Nursing. B.S., Columbia, 1952; M.A., 1957; P.N.P., Presbyterian Hospital, 1975; Graduate, Cochran School of Nursing, 1947
GERALDINE M. GRAY. Assistant Professor of Nursing; Program Director, Graduate Program in Adult Nursing
B.S., Columbia, 1967; M.Ed., 1970; Ed.D., 1976; Graduate, St. Clare’s Hospital School of Nursing, 1962

JANE F. McCONVILLE. Assistant Professor of Clinical Nursing; Clinical Coordinator, Pediatric Nursing
B.S., Columbia, 1951; M.A., 1959; Graduate, Department of Nursing, Faculty of Medicine, 1951

ELSIE SVOZIL.* Assistant Professor of Clinical Nursing; Program Director, Graduate Program in Nursing Anesthesia
B.A., Fordham, 1973; M.A., Columbia, 1980; Graduate, Roosevelt Hospital School of Nursing, 1957

LORETTA A. VERDISCO. Assistant Professor of Clinical Nursing; Medical-Surgical Nursing Area Coordinator
B.S., Columbia, 1968, M.A., 1964; Graduate, Department of Nursing, Faculty of Medicine, 1958

Biological and Physical Sciences

ELLEN R. BATT. Assistant Professor of Physiology (assigned to Nursing)
B.A., Barnard, 1956; M.A., Columbia, 1959; Ph.D., 1967

DOLORES A. FERNANDEZ. Associate in Nursing
B.A., Hunter, 1953; B.S., Columbia, 1956; M.S., Hunter, 1965; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1956

Medical-Surgical Nursing

ANNE E. KELLETT. Assistant Professor of Nursing
B.S., Fordham, 1951; B.S., Columbia, 1957; M.A., New York University, 1972; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1957

GERALDINE M. GRAY. Assistant Professor of Nursing
B.S., Columbia, 1967; M.Ed., 1970; Ed.D., 1976; Graduate, St. Clare’s Hospital School of Nursing, 1962

ELIZABETH A. MAHONEY. Assistant Professor of Nursing
B.S., Boston College, 1963; M.S., Hunter, 1967; M.Ed., Columbia, 1977; Ed.D., 1980; Graduate, Boston College School of Nursing, 1963

MARY V. SMITH. Assistant Professor of Nursing
B.S.Ed., St. John College School of Nursing, Fitchburg (Massachusetts), 1958; M.Ed., Columbia, 1969; Graduate, Burbank School of Nursing, 1958

ELSIE SVOZIL.* Assistant Professor of Clinical Nursing
B.A., Fordham, 1973; M.A., Columbia, 1980; Graduate, Roosevelt Hospital School of Nursing, 1957

LORETTA A. VERDISCO. Assistant Professor of Clinical Nursing
B.S., Columbia, 1958; M.A., 1964; Graduate, Department of Nursing, Faculty of Medicine, 1958

*Certified Registered Nurse Anesthetist

Maternal Child Health Nursing

Maternity Nursing

EUNICE C. MESSLER. Associate Clinical Professor of Nursing
M.N., Western Reserve, 1956; M.A., Columbia, 1965; Ed.D., 1974; Graduate, Frances Payne Bolton School of Nursing, 1986

MARJORIE A. BREDICE. Assistant Professor of Nursing
B.S., Columbia, 1960; M.S., Boston, 1965; Graduate, White Plains Hospital School of Nursing, 1954

JEANETTE H. COLEMAN. Assistant Professor of Nursing
B.S., Columbia, 1963; M.Ed., 1974; Graduate, Englewood Hospital School of Nursing, 1953

BARBARA J. DECKER.† Assistant Professor of Nursing
B.S., Columbia, 1960; M.A., 1973; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1960

†Certified Adult Nurse Practitioner
‡Certified Nurse Midwife
SUSAN
JOANNE P. MIDDLETON. B.S., B.S., B.S., B.A., Manhattanville, 1971; University of Vermont, 1964


MILDRED I. ABBOTT.* Instructor in Clinical Nursing B.A., Queens (New York), 1976; M.P.H., Columbia, 1979; Graduate, Elizabeth General Hospital, 1962

DORIS BARKER.* "Certified Instructor in Clinical Nursing B.A., Jersey City State, 1967; M.S., Columbia, 1968; Graduate, Metropolitan Hospital School of Nursing, 1958

LINDA K. BAXTER.* Instructor in Clinical Nursing B.S.N., Cornell, 1970; M.S.N., Columbia, 1973; Graduate, New York Hospital, 1970

NANCY D. BENSON.* Instructor in Clinical Nursing B.S.N., St. Olaf, 1969; M.S., Columbia, 1975

BARBARA A. BRENNAN.* Instructor in Clinical Nursing B.S., Fairleigh Dickinson, 1970; Graduate, St. Peter's School of Nursing, 1959

ELINOR C. BUCHBINDER.* Instructor in Clinical Nursing B.S., Boston, 1968; M.S., Columbia, 1975

GLORIA CALLENDER-Green.* Instructor in Clinical Nursing B.S., St. Francis (New York), 1974; M.S., Hunter, 1976; Graduate, German Hospital, London, 1965

NANCY CAMPAU.* Instructor in Clinical Nursing B.S.N., Wayne State, 1966; M.S.N., 1968

RUTH E. CLARK.* Instructor in Clinical Nursing B.A., Marymount Manhattan College, 1976; Graduate, St. Luke's Hospital School of Nursing, 1960


NANCY DEVORE.* Instructor in Clinical Nursing B.S., Vermont, 1964; M.S., Washington (St. Louis), 1966; M.S., Columbia, 1976; Graduate, University of Vermont, 1964

BETTY L. FARRELL.* Instructor in Clinical Nursing B.S., City College (N.Y.), 1973; M.S., Columbia, 1976

JEANNE H. KOBritz.* Instructor in Clinical Nursing B.S., Maine, 1970; M.S., Columbia, 1972

JOANNE P. MIDDLETON.* Instructor in Clinical Nursing B.S.N., Boston College, 1967; M.S., Columbia, 1969

SUSAN E. RITTER.* Instructor in Clinical Nursing B.S., Columbia, 1974; M.S., 1976; Graduate, St. Luke's Hospital School of Nursing, 1967

"Certified Nurse-Midwife

SHARON A. ROBINSON.* Instructor in Clinical Nursing B.S., Howard, 1973; M.S., Columbia, 1976

SISTER M. ROSE CARMEL SCALONE.* Instructor in Nursing B.S., Misericordia, 1965; B.S.N., Cornell, 1973; M.P.H., Johns Hopkins, 1977; Graduate, Cornell University-New York Hospital School of Nursing, 1978

ANNE STEIN.* Instructor in Clinical Nursing B.S., Hunter, 1971; M.S., Columbia, 1977

SANDRA A. WOODS.* Instructor in Clinical Nursing B.S.N., Dillard, 1966; M.S., Columbia, 1974

Pediatric Nursing

DOLORES C. JACKSON. Assistant Professor of Nursing B.S., Columbia, 1952; M.A., 1957; P.N.P., Presbyterian Hospital, 1975; Graduate, Cochran School of Nursing, 1947

JANE F. McCONVILLE. Assistant Professor of Clinical Nursing B.S., Columbia, 1951; M.A., 1959; Graduate, Department of Nursing, Faculty of Medicine, 1951

LUCILLE D. TEARE. Assistant Professor of Nursing B.S.N., Syracuse, 1947; M.A., Columbia, 1953; Graduate, Syracuse University School of Nursing, 1947

DOROTHY ALBRITTEN. Associate in Nursing B.S., Wayne State, 1970; M.S.N., Seton Hall, 1978

JANE C. ANDERSON. Associate in Clinical Nursing B.S.N., Minnesota, 1964; M.S.N., Lehman, 1978

MARGARET J. GREY. Associate in Nursing B.S., Pittsburgh, 1970; M.S., Yale, 1976

NANCY E. JONES. Associate in Nursing B.S., Columbia, 1969; P.N.P., Presbyterian Hospital, 1974, M.P.H., Columbia, 1975; Graduate, Department of Nursing, Faculty of Medicine, 1969

MARY A. MEGEL. Associate in Nursing B.S., St. Olaf, 1967; M.S., Arizona State, 1973; Graduate, Department of Nursing, St. Olaf College, 1967

LINDA J. RUSSO. Associate in Nursing B.S., Columbia, 1972; M.A., New York University, 1977; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1972

CAROL E. SHANK. Associate in Nursing B.S., Syracuse, 1969; M.S., Boston, 1970

SUSAN C. BLUMENTHAL. Instructor in Clinical Nursing B.S., Adelphi, 1973; M.A., Columbia (Teacher's College), 1976; M.S., Pittsburgh, 1978; Graduate, Department of Nursing, Nassau Community College, 1970

"Certified Nurse-Midwife
Psychiatric Nursing

ANN M. EARLE.  Professor of Nursing
B.S., New York University, 1952; Ed.D., 1969; Graduate, Bridgeport Hospital School of Nursing, 1947

ELSA POSLUSNY.  Associate Professor of Clinical Nursing
B.S., Hunter, 1957; M.A., Columbia, 1958; Ed.D., 1979; Graduate, Moncton Hospital Training School for Nurses, 1953

ELIZABETH W. CARTER.  Assistant Professor of Nursing
B.S., Western Reserve, 1958; M.S., Rutgers, 1962; Graduate, Western Reserve University School of Nursing, 1958

MELANIE C. DREHER.  Assistant Professor of Nursing

EURA M. LENNON.  Assistant Professor of Nursing
B.S., Tuskegee Institute, 1961; M.S., Rutgers, 1965; Graduate, School of Nursing, Tuskegee, 1961

PENEOPEE R. BUSCHMAN.  Associate in Clinical Nursing
B.A., Wheaton College, 1962; B.S., Columbia, 1964; M.S., Boston, 1967; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1964

FLORENCE M. PARKER.  Associate in Clinical Nursing
B.S., Mt. St. Vincent, 1950; M.A., New York University, 1973; Graduate, Mt. St. Vincent School of Nursing, 1950

MARY M. ROBERTSON.  Associate in Nursing
B.S., Marymount, 1966; M.S.W., Columbia, 1972; M.Ed., 1977; Graduate, Misericordia Hospital School of Nursing, 1968

SUSAN DISBROW.  Instructors in Nursing
B.S.N., Delaware, 1971; M.S., Rutgers, 1973

MARY ANN FELDSTEIN.  Instructors in Nursing
B.S., Cornell, 1964; M.A., New York University, 1974; Graduate, Cornell University-New York Hospital School of Nursing, 1964

Community Health Nursing

LUCIE S. KELLY.  Professor of Nursing in Public Health
B.S.N., Pittsburgh, 1947; M.Litt., 1957; Ph.D., 1965; Graduate, University of Pittsburgh School of Nursing, 1947

JEANNE BROSSART.  Assistant Professor of Nursing
B.A., Mt. Holyoke, 1956; M.Ed., Columbia, 1966; Ed.D., 1973; Graduate, Hartford Hospital School of Nursing, 1968

MELANIE C. DREHER.  Assistant Professor of Nursing
B.S. Long Island, 1967; Ph.D., Columbia, 1977

CHARMAINE J. FITZIG.  Assistant Professor of Nursing
B.S., Cornell, 1957; M.S., Hunter, 1963; M.P.H., Columbia, 1965; Graduate, Cornell University-New York Hospital School of Nursing, 1957

NANCY GRAHAM.  Assistant Professor of Nursing
B.S., Columbia, 1956; M.A., New York University, 1960; M.P.H., Columbia, 1972; Dr.P.H., 1976

LOIS ACKERMANN GRAU.  Assistant Professor of Nursing in Public Health
B.S.N., Marquette, 1968; M.S., Wisconsin (Milwaukee), 1976; Ph.D., 1979

PAMELLA F. HOSANG.  Assistant Professor of Nursing
B.S., Columbia, 1968; M.Ed., 1974; Graduate, Kingston School of Nursing (Jamaica), 1956

MURIEL F. KNEESSAW.  Assistant Professor of Nursing
B.S.N., Western Ontario, 1966; M.Ed., Columbia, 1971; Graduate, Atkinson School of Nursing-Toronto Western Hospital, 1960

JOANNE M. MERRY.  Assistant Professor of Nursing
B.S., Boston College, 1969; M.S., State University of New York (Buffalo), 1971; Graduate, Boston College School of Nursing, 1969

SMRITI PANWAR.  Assistant Professor of Nursing
B.S.N., Delhi (India), 1953; M.S.N., Boston, 1966; M.Ed., Columbia, 1974; Ed.D., 1977; Graduate, University of Delhi College of Nursing, 1953

Officers of Instruction from Other Departments of the University

The Basic Medical Sciences

HAROLD S. Ginsberg, M.D.  Borne Professor of Microbiology; Chairman, Department of Microbiology

BRIAN F. Hoffmann, M.D.  Hosack Professor of Pharmacology; Chairman, Department of Pharmacology

JOHN V. TAGGART, M.D.  Dalton Professor of Physiology; Chairman, Department of Physiology

Dental and Oral Surgery

ALLAN FORMICOLA, D.D.S., M.S.  Professor of Dentistry; Dean (Faculty of Dental and Oral Surgery)

Dermatology

LEONARD C. HARBER, M.D.  Professor of Dermatology; Chairman, Department of Dermatology

Medicine and Surgery

PHILIP FELIG, M.D.  Bard Professor of Medicine; Chairman, Department of Medicine

KEITH REEMTSMA, M.D.  Valentine Mott Professor and Johnson & Johnson Distinguished Professor of Surgery; Chairman, Department of Surgery

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Neurology

LEWIS P. ROWLAND, M.D.  
Moses Professor of Neurology; Chairman, Department of Neurology

Obstetrics and Gynecology

RAYMOND L. VANDE WIELE, M.D.  
Rappleye Professor of Obstetrics and Gynecology; Chairman, Department of Obstetrics and Gynecology

MEREDITH F. SIRMANS, M.D.  
Assistant Professor of Clinical Obstetrics and Gynecology

Ophthalmology

CHARLES J. CAMPBELL, M.D.  
Edward S. Harkness Professor of Ophthalmology; Chairman, Department of Ophthalmology

Orthopedic Surgery

ALEXANDER GARCIA, M.D.  
Stinchfield Professor of Clinical Orthopedic Surgery; Acting Chairman, Department of Orthopedic Surgery

Pediatrics

MICHAEL KATZ, M.D.  
Carpentier Professor of Pediatrics; Professor of Public Health (Tropical Medicine); Chairman, Department of Pediatrics

BERNADETTE FISCINA, M.D.  
Instructor in Clinical Pediatrics

Psychiatry

EDWARD J. SACHAR, M.D.  
Kolb Professor of Psychiatry; Chairman, Department of Psychiatry

HARLOW D. DUNTON, M.D.  
Professor of Clinical Psychiatry

SIDNEY MALITZ, M.D.  
Professor of Clinical Psychiatry

IVAN GOLDBERG, M.D.  
Associate in Clinical Psychiatry

Psychology

STANLEY SCHACHTER.  
Robert Johnson Niven Professor of Social Psychology (Faculty of the Graduate School of Arts and Sciences, in the Natural Sciences)

RICHARD CHRISTIE.  
Professor of Social Psychology (Faculty of the Graduate School of Arts and Sciences, in the Natural Sciences)

Public Health

JOHN H. BRYANT, M.D.  
Delamar Professor of Public Health

MERVYN W. SUSSER, M.D., B.Ch.  
Sergeievsky Professor of Public Health (Epidemiology)

W. HENRY SEBRELL, JR., M.D.  
Special Lecturer in Public Health Nutrition

GLORIA L. A. DAMMANN.  
Special Lecturer in Public Health Nursing

Administrative Staff

SUSAN E. ALEXION, M.B.A.  
Departmental Administrator

IDAELA C. ANTONIUS, B.A.  
Associate Registrar of the University

ROSEMARY L. ASH, M.A.  
Director of Student Affairs

ELIN B. OZDEMIR, M.A.  
Director of Admissions
Affiliated Institutions and Agencies

**Presbyterian Hospital**
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*Senior Associate Director of Nursing:* Helen D. Henry  
*Associate Directors of Nursing Service:* Catherine Boyer, Sandra Byrd, Jean B. Gunn, Margaret Harrington, Rose M. Hoynak, Jane F. McConville, Helen F. Pettit, Ruth A. Rayner, Yvonne Trebilcock

**St. Luke's–Roosevelt Hospital Center**
*Vice President of Nursing (Acting):* Ruth Hill  
*Associate Vice Presidents of Nursing:* Eleanor Emsley, St. Luke's site; Helen Van Shea, Roosevelt site  
*Director of Education:* Geraldine Allerman

**New York State Psychiatric Institute**
*Director of Nursing:* June Price

**Harlem Hospital Center**
*Acting Senior Superintendent of Nurses:* Sandria Doakes

**Visiting Nurse Service of New York, Inc.**
*Executive Director:* Anne-Marie Thorn  
*Director of Education:* Ione Carey

**Bureau of Public Health Nursing, New York City Department of Health**
*Director:* Margaret O'Brien  
*Associate Director:* Marjorie Avery

**Community League of West 159th Street**
*Director:* Lucille Bulger

**Maternity Center Association**
*Director:* Mrs. Ruth W. Lubic
The School of Nursing

In 1935 the College of Physicians and Surgeons of Columbia University assumed responsibility for the educational programs of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine. In 1974 the Department of Nursing became the School of Nursing of the Faculty of Medicine of Columbia University.

The School of Nursing was founded in 1892 by the Board of Managers of the Presbyterian Hospital. Anna C. Maxwell, R.N., M.A., the first director of the School, established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect and has added to the dignity and importance of the School and the nursing profession. More than five thousand nurses have been graduated since the School was opened.

The hospital's interest in teaching was further demonstrated by its provision of clinical education to the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia Presbyterian Medical Center.

In 1946 the Department of Nursing was authorized to offer graduate programs to prepare clinical nursing specialists. Seven majors are currently available and there are plans to develop others.

Two other famous hospitals, the St. Luke’s Hospital Center and the Roosevelt Hospital, have had a long history of affiliation with Columbia University and in 1971 became full University hospitals. It is interesting to note that Anna C. Maxwell was the director of the nursing school at St. Luke’s before becoming the director of the school at the Presbyterian Hospital.

In 1969 the administrations and faculties of the above named hospitals and schools of nursing and the Department of Nursing voted to participate in a four-year baccalaureate program to be offered by the Department of Nursing. Combining the resources and facilities of the three schools with those of the University as a whole, it was agreed, would greatly extend the available opportunities for learning. The Committees on Instruction of Barnard College and of the School of General Studies at Columbia University agreed to provide the liberal arts curriculum for the program. While Barnard College has traditionally educated students immediately out of high school, the School of General Studies has served adults returning to degree programs, offering unique opportunities to older students with new career goals. With the approval of Columbia University, the inception of the four-year baccalaureate program was announced in November 1972. The relationships established through this latter development continue. Program changes are in progress, and beginning Autumn 1980, the School will not admit freshman students.

Underlying the construction of the programs offered by the School of Nursing is the view that nursing is a performing art, one which is dedicated to the health of people. It is an applied science, based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing, and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting the optimal level of health, and acting effectively during periods of illness.

If man is to realize his ideal of good health, there must be a fusion of the art and the science of nursing, and the result of this combination must be made available to individuals and communities throughout the entire world.

The School of Nursing prepares men and women to practice as individuals and with members of other disciplines. The baccalaureate program enrolls students who wish to begin the study of nursing as well as those already registered nurses who wish to deepen and broaden their knowledge through general college work and nursing on the senior college level.
Graduate programs afford nurses the opportunity to increase their knowledge and skills with practice in special health care fields.

The School offers the following programs of study:

- an undergraduate program, which leads to the baccalaureate;

- graduate programs that lead to the M.S. degree; clinical specialization is possible in adult primary care, gerontology, nurse anesthesia, nurse-midwifery, pediatric primary care, pediatric pulmonary care, perinatal, and psychiatric-community mental health: adult and child. A program to prepare specialists in acute care of adults and children is planned;

- a joint degree program with the School of Public Health leading to the M.S. and M.P.H. degrees.

All programs are accredited by the National League for Nursing. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

The graduate major in nurse-midwifery is accredited by the American College of Nurse-Midwives and the graduate major in nurse anesthesia is accredited by the Council on Accreditation of Educational Programs of Nurse Anesthesia.

**Philosophy**

The Faculty of the School of Nursing, in accord with Columbia University, believes that in a dynamic society, education for membership in a profession includes the development not only of expertise in a field but also of social awareness. The professional nurse with a liberal education thinks critically, exercises technical competence, and makes socially significant and personally satisfying contributions to society. Nursing has the role and responsibility before society to establish and maintain therapeutic relationships that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

The Faculty believes in the integrity and worth of all human beings. Each person is an individual with unique characteristics and behavior. Although not completely understood, a human being is viewed as an integrated whole, evolving through time, in constant interaction with a complex environment. The Faculty recognizes that people throughout the life cycle have specific physical, biological, psycho-social, and spiritual needs which they strive to keep in harmony.

The Faculty of the School of Nursing believes that people as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. The Faculty further believes that health care is a right of all, and that nurses should engage in political and societal activities supportive of this belief, and should serve as client advocates in the health care system.

The professional nurse is viewed both as a responsible health-care provider accountable for the quality of practice and as a change agent in the health-care delivery system. Nursing seeks to advance its contribution through research and through collaboration with other health professionals. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The faculty accepts the obligation to provide knowledge, to stimulate learning, to serve as resource persons, to be innovators in nursing, and to contribute to the development of human values. The Faculty recognizes that interests and abilities vary, and seeks to provide flexibility in the curriculum in order to facilitate the optimal development of each learner's potential.

Learning is viewed as a lifelong process and learners are considered to be self-directed and accountable for their performance.

The programs of the School of Nursing reflect this philosophy. The undergraduate program develops the competence required for general professional nursing practice and provides a firm educational base for graduate study. The graduate programs advance nursing competence by extending and deepening knowledge and practice within various clinical specialties.

**Teaching Facilities**

**Morningside Campus**

The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Here are located the principal educational resources of a great university, and extending beyond the campus are the cultural resources of a great city. (See the map of the Morningside campus and its environs.)

Barnard College was incorporated in the educational system of Columbia University in 1900. Today it has a teaching staff of almost two hundred men and women; outstanding scholars whose primary concern is the education of undergraduate students at the College. For those majoring in nursing the new facilities for studies in the sciences are of particular interest. The fourteen stories of Altschul Hall, dedicated in 1969, are devoted primarily to the sciences, and laboratory work is conducted with the most modern equipment.

The School of General Studies is the coeducational undergraduate liberal arts college for adult students. The School offers over five hundred liberal arts courses. Classes are held throughout the day and in the evening and are taught by regular faculty members of the University and a small number of outside specialists. The School draws on the University libraries, laboratories, and other educational facilities. Its own administrative offices, student facilities, and seminar and classrooms are located in Lewisohn Hall.

St. Luke’s Hospital Center was established in 1850 and has been located on Morningside Heights, adjacent to the main Columbia campus, since 1896. St. Luke’s Hospital and its affiliates comprise the Hospital Center. Its facilities include 749 beds, 45 of which are for pediatric cases. There are four major and eleven specialty services. St. Luke’s Hospital has maintained a teaching affiliation with the University since 1947 and in 1971 became a full University hospital.

**Health Sciences Campus**

The divisions of the Faculty of Medicine of Columbia University (the College of Physicians and Surgeons, the School of Nursing, Programs in Physical Therapy and Occupational Therapy, the Institute of Human Nutrition, the School of Public Health, Center for Continuing Education in the Health Sciences, Psychoanalytic Center for Training and Research) and the Columbia University School of Dental and Oral Surgery are located on the Health Sciences campus, which comprises about twenty acres extending from West 165th Street to West 168th Street and from Brodhead to Riverside Drive. (See the map on the inside back cover.)

The facilities of the Faculty of Medicine include amphitheatres, classrooms, laboratories, a multimedia center, and a biomedical communication center, the Augustus Long Library.

Affiliation agreements exist between Columbia University and the Presbyterian Hospital and its subdivisions—The Squier Urological Clinic, the Edward S. Harkness Eye Institute, Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, and the New York Orthopedic Hospital. The Columbia-Presbyterian
annually. The hospital is engaged in many research and teaching activities.

The City of New York and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health).

Off-Campus Units

The Roosevelt Hospital was founded in 1869. It contains 595 beds and 58 bassinets. There are over eighteen thousand admissions and approximately two hundred thousand clinic visits annually. The hospital is engaged in many research and teaching activities. It has been affiliated with the University since the early years of the century, and in 1971 became a full University hospital.

Off-campus community health and welfare agencies which provide exceptional learning experiences include the Visiting Nurse Service of New York, the Bureau of Public Health Nursing of the Department of Health of the City of New York, the Maternity Center Association, Harlem Hospital, Isabella Geriatric Center, and selected school health and occupational health services.

Libraries

The Columbia University libraries on Morningside Heights, containing over four million volumes, are open to all students. The main collection is housed in Butler Library, and special and departmental collections are located in other buildings on the campus. They include collections on biology, chemistry, engineering, physics, psychology, sociology, and other subjects related to nursing.

The Wollman Library of Barnard College contains over 119,000 volumes. This collection of carefully selected books is designed to cover the liberal arts curriculum requirements as well as to provide opportunity for independent work in many fields.

The Augustus Long Library is located in the new Health Science Center Building. Current literature (both books and journals) is available to faculty members and students, as are other aids to research, such as interlibrary loans and a unique bibliographic service.

The library contains over 350,000 volumes of books and journals, some five thousand pamphlets, and about two thousand titles on the history of medicine. More than forty-five hundred periodicals are received regularly.

One floor is devoted to facilities, including hardware and software, for self-instruction through audio-visual materials. A seminar room on this floor is named for a former director of the School, Helen Young. Funds for the room were raised by the Alumnae Association.

Statement of Nondiscriminatory Policies

The University is required by certain Federal statutes and administrative regulations to publish the following statements:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to the University's Equal Opportunity Office (402 Low Memorial Library, New York, N.Y. 10027, telephone 212-280-3554), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.

Columbia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of handicap in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973 requires affirmative action to employ and advance in employment qualified handicapped workers.

The University in addition desires to call attention to other laws and regulations that protect employees, students, and applicants. Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment.


The Columbia University Senate on December 1, 1978, passed a resolution announcing its general educational policy on discrimination which reaffirms the University's commitment to nondiscriminatory policies in the above-mentioned categories, as well as its policy not to discriminate on the basis of sexual orientation.

Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, prohibits job discrimination and requires affirmative action to employ and advance in employment (1) qualified Vietnam era veterans during the first four years after their discharge and (2) qualified disabled veterans throughout their working life if they have a 30 percent or more disability.

The University's Equal Opportunity Office has also been designated to coordinate the University's compliance activities under each of the programs referred to above.

Reservation of University Rights

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. The bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.
The Baccalaureate Program

Program of Study
Admission
Key to Course Listings
Courses of Instruction
Summary of the Programs
Baccalaureate Program of Study

The basic baccalaureate nursing program at Columbia University prepares qualified men and women to practice nursing effectively in new and traditional health care settings. Nursing is interpreted as including health promotion through education, prevention of disease, care of the sick and injured, and their restoration to optimal health.

Throughout nursing education, the student is encouraged and provided with the opportunity to develop an understanding of the social and health needs of individuals and the community, their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of students physically, mentally, emotionally, and culturally, with emphasis on their interests, needs, and responsibilities as persons, as members of the nursing profession, and as citizens.

The student is introduced to the various opportunities in nursing and is helped to select for graduate study and experience that field of nursing in which the greatest satisfaction will be found and to which an optimum contribution can be made.

Purpose and Objectives of Baccalaureate Nursing Education

The baccalaureate program in the School of Nursing is designed to prepare qualified individuals for beginning professional nursing practice in any setting.

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity.

The Faculty seeks to guide the student toward personal and professional fulfillment within a broad social and ethical context.

Upon completion of this program we expect graduates to:

- utilize the knowledge of the biological, physical, and behavioral sciences in giving care to individuals, families, and groups on the health-illness continuum;
- perform adeptly therapeutic and preventive measures directed toward promotion, maintenance, and restoration of health;
- utilize the problem-solving process in providing and improving nursing care;
- assume leadership for planning, directing, and evaluating care given by nursing personnel;
- collaborate with other professional and paraprofessional persons in the coordination of health care;
- facilitate group action to achieve the goals of nursing;
- contribute to the fulfillment of society's health needs through work with group organizations;
- demonstrate awareness of their own needs, values, and competencies as they affect their interaction with others;
- demonstrate empathy in working with others' needs, problems, and cultural mores; and
- be self-directive in the pursuit of new knowledge and in its application to personal and professional living.
Four-Year Program

Students who entered as freshmen began a program of study leading to the Bachelor of Science degree with a major in nursing. The courses taken in fulfillment of the liberal arts requirement for the degree are chosen from among the courses offered by Barnard College and the School of General Studies of Columbia University. The courses required for the major in nursing are taught by faculty members of the School of Nursing. As part of the program, clinical practice in the hospital environment is offered at the Presbyterian and St. Luke’s Roosevelt Hospitals; and the School welcomes an opportunity to guide its candidates well in advance of the date of entrance. However, there is utilization of the resources of the two campuses throughout the program. For a summary of the programs see "For Students Entering as Freshmen," under Summary of the Programs.

Program for Junior Transfer and College Graduate Students

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity. For liberal arts prerequisites, see Admission Requirements. Opportunities to take liberal arts or professional electives are provided.

Preparation for Entrance

Serious candidates for nursing should first evaluate their qualifications. A sincere interest in people and their welfare is an essential in all fields of nursing. Also, since nurses assume the responsibility for planning and improving nursing care, they must be able to lead as well as to work under the leadership of others. Nurses are called upon to make many important decisions and must have adequate knowledge on which to base them, so that some preparation in liberal arts and broad cultural experiences are likewise invaluable.

The candidate for nursing should take advantage of the many opportunities for trying out practical "work-samples" of nursing and securing some contact with patients, even at an elementary level. Other types of work experience with people are also useful.

Academic requirements are outlined under Admission to the Baccalaureate Program. The School welcomes an opportunity to guide its candidates well in advance of the date of entrance.
Admission to the Baccalaureate Program

Candidates may apply as junior transfers, college graduates, and graduate nurses. Students are admitted only in September. All are candidates for a Bachelor of Science degree in nursing from Columbia University.

Junior Transfers

Candidates for admission must have successfully completed two years of study or 60 liberal arts points (semester credits) at an accredited college or university. These points must include prerequisite courses for entrance.

College Graduates

College graduates must present a degree from an accredited college or university and must present the prerequisite courses. Students complete their studies for a baccalaureate degree in nursing in two years.

Graduate Nurses

A graduate nurse may seek entrance to the baccalaureate program at the level determined by the number of liberal arts points (semester credits) which can be transferred. Nursing courses cannot be counted toward liberal arts points.

Of the 120 points required to earn the Bachelor of Science degree in nursing, 60 points are required in liberal arts courses. These are the same for all baccalaureate degree candidates, and may be taken at Columbia or at another accredited college or university. However, all students must meet the residency requirement of 45 points at Columbia University, of which 30 points must be taken at the School of Nursing.

Advanced standing in the nursing major may be established by means of challenge examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. A number of evaluative tools are used, including some of the New York College Proficiency Examinations for certain courses of the junior year. Scores for the latter are reported three months after the examination is taken. Applicants who wish to challenge through these examinations must allow for this delay when making plans for admission. Final credit is not awarded until the student has demonstrated ability in the first clinical course taken at Columbia.

Graduate nurses seeking guidance with regard to possible placement in the baccalaureate program are encouraged to call the Office of Admissions.

Admission by Transfer from Another Baccalaureate Nursing Program

Advanced standing in the nursing major for students presenting college credits for nursing courses carried in a National League for Nursing (NLN) accredited baccalaureate program is determined by the comparison and evaluation of the courses the applicant presents with those required for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

All students must meet the residency requirement at 45 points at Columbia University, of which 30 points must be taken at the School of Nursing.

Admission Requirements

Final selection for admission is based on an applicant's strong academic performance, favorable references, personal statement, good health, evidence of potential for nursing, and a personal interview.

Junior Transfers and College Graduates

Prerequisite courses for entrance

<table>
<thead>
<tr>
<th>Points</th>
<th>Biology*</th>
<th>Chemistry*</th>
<th>English</th>
<th>Psychology</th>
<th>Sociology*</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>6-8</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td></td>
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<tr>
<td>24-28</td>
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Electives

Foreign language, history, mathematics, economics, philosophy, religion, fine arts, or supplementary courses in the required fields.

Credit for one year of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course or (2) credit has also been awarded for two years of another foreign language.

No more than 6 points may be allowed for courses in religion or speech.

Credit is not granted for commercial, home economics, physical education, or vocational courses, or for any 1 point course.

Required testing

1. The Scholastic Aptitude Test of the College Entrance Examination Board, although CEEB Achievement Tests are not required, students who have taken the English composition and science tests should submit the results.
2. Students who have not taken the CEEB Scholastic Aptitude Test may submit scores from the Graduate Record Examination or the Miller Analogies Test.
3. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

Graduate Nurses

Required Subjects

Depending on the level of entry, graduate nurses should prepare to meet the subjects and points required of all students.

*Two terms with laboratory. General biology including dissection of a mammal is preferred; however, a term each of botany and zoology are acceptable. Anatomy and physiology courses are not acceptable in meeting the biology requirement. A term of physics may be substituted for one term of appropriate general chemistry. Sociology courses must be basic scientific studies of human societies. Only cultural anthropology may be submitted to meet 3 points of the sociology requirement.
Required testing
Graduate nurses are expected to submit CEEB Aptitude and Achievement Test scores. Specific entrance examinations are required of those students who have not taken these examinations.

Notice To All Applicants
Columbia requires 120 points of academic credit for the baccalaureate degree, of which 60 points must be liberal arts studies. All students must take 45 points in residence at Columbia, including 30 points at the School of Nursing.

Students submitting CEEB Advanced Placement Tests resulting in scores of 4 or 5 may be given credit pending faculty approval.

Transfer applicants should request that Pass/Fail grades in required courses be converted to letter or numerical grades on their transcripts.

Applicants who wish advice regarding their course of study should contact the School of Nursing at the earliest possible date.

Admission Procedures
An applicant for admission must apply on a form supplied by the School of Nursing. The completed form must be accompanied by the application fee: a check or money order for $25 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore not refundable, nor is it credited toward applications and those received without the required application fee will not be processed.

Applicants are responsible for the submission of all required admission materials. Therefore, it is strongly recommended that applicants call the Office of Admissions approximately four weeks after mailing the application to confirm the receipt of materials required.

Application Deadlines
Applications for admission should be filed by February 1. All admission materials should be on file by March 1.

Applicants seeking early acceptance on December 1 must have completed applications and interviews by November 1. Applicants seeking notification of admission on March 1 must complete application by February 1. Those who submit applications after February 1 will be considered for placement if openings remain available.

Interviews
A personal interview is required for admission. Applicants will be interviewed by invitation from the Admissions Committee. Required application materials must be complete prior to an interview. When possible, alumni interviews will be scheduled for applicants unable to meet a Committee interview request on campus because of distance, or other reasons considered to be exceptional by the Admissions Committee.

Admissions Decisions
The Admissions Committee will announce decisions on December 1 and on March 1. Thereafter, decisions will be announced on a rolling admissions basis pending openings which may become available.

Confirmation of enrollment for accepted bachelor's degree candidates will be expected by May 1, with an enrollment deposit of $100 to be applied toward program costs. The enrollment deposit is not refundable.

Readmission
Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of $25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reregister within one academic year by filing a reregistration form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term and April 15 for the autumn term.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.
Key to Course Listings

In the listings of Courses of Instruction for the Baccalaureate and Master’s Programs, each course number consists of a capital letter followed by four digits and the term designation.

The capital letter indicates the University faculty or division offering the course:
- M Faculty of Medicine
- P School of Public Health
- T School of Social Work

The first digit indicates the level of the course, as follows:
- 1 Undergraduate course, introductory
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate lecture course, open to qualified undergraduates
- 6 Graduate lecture course, open only to master’s degree candidates
- 8 Graduate field work, clinical practice, and case seminars, open only to master’s degree candidates

Two consecutive numbers which are joined with a hyphen indicate a course which runs through both terms (e.g., Nursing M2001x-M2002y). The first half is prerequisite to the second half unless the course description says otherwise.

Term Designations: x, y, and s

An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; and s indicates the summer session.

Points of Course Credit

The number of points of credit that a course carries each term is given a boldface type in the right margin of the course-title line.

Courses of Instruction

The University reserves the right to withdraw or modify the courses of instruction as may be necessary.

Orientation for junior students. 0 pts
Orientation acquaints the student with the academic program and facilities of the School and with the community. The program is carefully developed in cooperation with the Student Association, which assumes an active role in introducing the new student to community and professional life.

Biological Sciences

Health Professions M4108x and y. Anatomy and physiology. 4 pts
The instructor’s permission is required for students not enrolled in the School of Nursing.

M2101x-M2102y and M2101x-M2102y. Deviations from health. 3 pts
Prerequisite: Health Professions M4108.

Behavioral Sciences

Health Professions M4220x. Normal human growth and development. 3 pts
Individual development from conception to death, with exploration of the context of each life stage, its opportunities, problems, and emotions. Attention to interrelationship of individual development with significant evolving institutions, such as the family and the culture. The course is presented as a sequence of weekly units. Each unit includes field placement experiences, readings, use of videotapes, and seminar time. Students may choose those learning experiences which best help them to master the objectives of the course.

Nursing

M1001x. Foundations of nursing practice. 4 pts
Provides the learner opportunity to develop cognitive and psychomotor skills needed to determine parameters of health in individuals of different ages and populations. The individual person is introduced as part of the larger social system of the family and community. Although all components of the nursing process are considered, emphasis is on the assessment process and the application of nursing intervention to assist clients in the maintenance and promotion of health and the prevention of disease.

M2010x. Health promotion. 4 pts
The promotion of health and the prevention of disease among infants, children, adolescents, and adults. Emphasis is given to those specific personal behaviors which contribute to healthy life style. Major health problems for each specific age group explored.

M2016x. The nurse and the health-care delivery system. 2 pts
Prerequisite: Nursing M1001x and M2010x.
The current status and characteristics of the nursing profession, and the components and interactional dynamics of the health-care delivery system in the U.S. Focus is on the practice of professional nursing within that system in relation to health-care priorities for the 1980s.
### Nursing M2001x-M2002y and M2001y-M2002z

**Determinants of nursing care, I and II.** 3 pts


### Nursing M2901x-M2902y and M2901y-M2902x.

**Clinical experience, I and II.** 6 pts

Clinical study and analysis of the determinants of nursing care with selected clients. Paradigms of clinical practice enable the student to develop expertise in the application of the nursing process to situations of individual illness, with a variety of outcomes and experiences across age groups and clinical settings. Includes seminar to analyze, synthesize, and evaluate knowledge and experience gained in nursing theory courses and clinical study. Close relationships with clinical preceptors, the use of self-instructional materials, and college and clinical laboratory experiences allow the student to develop expertise within the framework of individual abilities.

### Nursing M2020y.

**Introduction to physical assessment of the healthy adult.** 2 pts

Prerequisite: the instructor's permission. Designed to introduce the undergraduate student to the skills and tools needed to perform an organized physical assessment of a healthy adult and record findings in a systematic manner. Lectures, audiovisual self-study, and supervised laboratory practice.

### Nursing M3051x-M3052y.

**Management of patient care, I and II.** 3 pts

Focus on the problems and goals of patient care management systems. Emphasis on designing models of organization and distribution of nursing care that lend themselves to research and evaluation. Approaches to developing leadership and change agent roles are explored.

### Nursing M3001x-M3002y.

**Professionalization seminar, I and II.** 2 pts

Designed to further facilitate transition from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

### Nursing M3901x-M3902y and M3901y.

**Advanced nursing practice, I and II.** 4 pts

The course provides practice experience in an area of concentration over an extended period of time. Faculty members guide the student in the selection and serve as preceptors and consultants. This experience provides the student with an opportunity to synthesize previously learned knowledge and skills, and to add to his or her competency as a skilled beginning practitioner.

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## Summary of the Programs

### For Students Entering as Freshmen

#### Freshman Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Autumn</td>
<td>Biology, English (one term), Sociology</td>
</tr>
<tr>
<td>Spring</td>
<td>Biology, English (one term), Sociology, Elective, Nursing: Community health, I and II</td>
</tr>
</tbody>
</table>

#### Sophomore Year

<table>
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<th>Term</th>
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</thead>
<tbody>
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<td>Autumn</td>
<td>Chemistry, Psychology (one term), Elective</td>
</tr>
<tr>
<td>Spring</td>
<td>Chemistry, Psychology (one term), Elective</td>
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</table>

#### Junior Year

<table>
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<th>Term</th>
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<tbody>
<tr>
<td>Autumn</td>
<td>Elective, Nursing: Deviations from health, I and II, Nursing: Determinants of nursing care, I and II, Nursing: Clinical experience, I and II</td>
</tr>
<tr>
<td>Spring</td>
<td>Elective, Nursing: Deviations from health, I and II, Nursing: Determinants of nursing care, I and II, Nursing: Clinical experience, I and II</td>
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</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
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</table>

For Students Entering as Juniors

Junior Year

Autumn Term
- Foundations of nursing practice
- Anatomy and physiology
- Health promotion
- Human growth and development

Spring Term
- Deviations from health, I
- Determinants of nursing care, I
- Clinical experience, I
- Nurse in the health-care delivery system

Senior Year

Autumn Term
- Deviations from Health, II
- Determinants of nursing care, II
- Clinical experience, II
- Management of patient care, I
- Elective (optional)

Spring Term
- Professionalization seminar, II
- Management of patient care, II
- Advanced nursing practice, I and II
- Elective (optional)

Points per term:
- 4
- 4
- 4
- 3
- 3
- 3
- 6
- 2

Master’s Programs in Clinical Nursing

The Graduate Programs
Admission
Programs of Study
Courses of Instruction
Programs leading to the Master of Science degree prepare qualified professional nurses to function as clinical specialists. Several fields of study are available.

The combined resources of the University, including the Graduate School of Arts and Sciences, the School of Public Health, the School of Social Work, Teachers College, and the Faculty of Medicine, afford the student in the School of Nursing a rich educational opportunity in faculty and course offerings as well as a student body with diverse interests. The patient-care services of the Presbyterian Hospital on the health sciences campus, St. Luke's-Roosevelt Hospital Center (University affiliates), Harlem Hospital, the New York State Psychiatric Institute, and other hospitals and health services in the community provide unparalleled clinical practice settings.

Preparation emphasizes the attainment of intensive knowledge and competence in the student's chosen clinical field. Preparation also stresses the incorporation into practice of the concepts underlying the teaching, supervisory, and consultant roles inherent in functioning as the clinical specialist or teacher-practitioner.

All graduate programs in the School of Nursing are four terms in length with a minimum of 60 points. The clinical majors in nurse-midwifery and nurse anesthesia use the summer session between the first and second years as one of the four terms for advanced clinical work. The other clinical majors follow the two-year academic calendar of two terms a year.

The clinical majors in the graduate programs are adult (ambulatory), gerontology, nurse-midwifery, nurse anesthesia, pediatrics (ambulatory and respiratory), perinatal, and psychiatric-community mental health (adult and child).

Purpose of the Graduate Programs

The primary purpose of the graduate programs is to prepare clinical nurse specialists. Common objectives have been developed for all graduate programs which are designed to prepare the graduate to:

1. Evaluate the health status of individuals, families, or groups.
2. Assume accountability for therapeutic intervention with individuals, families, or groups within clinical specialty settings.
3. Institute and maintain interdependent professional relationships throughout the health-care delivery system.
4. Initiate, participate in, and utilize research and its findings.
5. Analyze critically historical and current issues in order to influence the development of professional nursing and the health-care system.
6. Analyze the health-care delivery system and utilize strategies which can affect the delivery of services.
7. Formulate professional goals and plans for implementation.
Admission to the Master’s Programs

Requirements for Graduate Study

Applicants for graduate programs must fulfill the following requirements:

1. Possess a bachelor's degree with a nursing major from a program accredited by the National League for Nursing.
2. Be licensed to practice nursing in the United States.
3. Have had one year of experience in clinical nursing. (Obstetrical nursing, preferably intrapartum, is required for maternity nursing-nurse-midwifery; acute care nursing is required for anesthesia nursing.) The one-year experience requirement is a minimum rather than a maximum requirement.
4. Have completed a course in basic physical assessment skills. A noncredit course is acceptable. Candidates not presenting this particular requirement will have the opportunity to carry an intensive course at Columbia immediately prior to the autumn term.
5. Have completed a course in statistics acceptable for graduate study. Courses in organic and introductory biochemistry are required for the nurse anesthesia major.
6. Achieve a satisfactory score on the Miller Analogies Test or the Graduate Examination.
7. Have a personal interview with faculty. Interviews are scheduled by invitation, and only following a preliminary faculty review of applicants who have submitted all required admissions materials. The faculty plan to complete applicant interviews by May 1.

Applicants who are Certified Nurse-Midwives must meet the following requirements in addition to the above:

1. Present evidence of current certification by the American College of Nurse-Midwifery.
2. Have worked as a CNM at least two of the last four years.
3. Submit two nurse-midwifery peer evaluations of current practice.
4. Submit a copy of final performance evaluation statement from U.S. nurse-midwifery educational program.

The graduate programs admit students in September only. Acceptance of a student for admission is based on individual evaluation of character, health, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements. The student should have a definite intention to continue in professional work upon completion of the degree.

Individual consideration is given to foreign students and those applicants who do not entirely meet specific requirements for admission.

Admission Procedures

Applicants must complete an application form supplied by the Office of Admissions. An application fee of $25 made payable to Columbia University is required. This fee is not refundable. It is desirable to file an application for admission a full year in advance of the time of entrance. Applications for graduate programs should be filed by March 1; required admissions materials by April 1. Late applicants will be considered only if openings remain available. The Graduate Admissions Committee will announce decisions in May.

The School offers financial assistance to qualified students through federal traineeships, scholarships, and loans. Such assistance will be considered for those who indicate need and will be based on available funds.

Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of $25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reenroll within one academic year by filing a reenrollment form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term and April 15 for the summer term.

Advanced Standing

Advanced standing is granted on an individual basis at the time of acceptance. Decisions are based on equivalent content, credit allotment, and satisfactory completion of courses.

The requirements for elective courses may be met by prior graduate courses taken within a five-year period. (Course work done for the undergraduate degree will not be considered for advanced standing credit.)

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.
Programs of Study

Adult Nurse Practitioner

Purpose and Objectives

The program is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to the adult age group. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who:

1. is fully aware of their level of health and health problems
2. can plan, provide, and coordinate necessary health services
3. will make appropriate referrals for care in collaboration with the client and health team members.

The program prepares the student to be a health-care provider in ambulatory care and to assess the physical, emotional, and developmental status of the adult, as well as to critically evaluate the effectiveness of nursing practice. Graduates are prepared to function collaboratively in community health centers, out-patient departments, industrial and university health services, health maintenance organizations, and home care programs.

The objectives of the Adult Nurse Practitioner program are consistent with the common objectives for all graduate programs.

Program

The major track moves along a health-illness continuum. A variety of clinical practice sites are utilized throughout the program including university health services, ambulatory care facilities, community health centers, diagnostic and screening centers, home care programs and extended care facilities.

Gerontology

Purpose and Objectives

This program is designed to prepare a primary care provider for the well and chronically ill aged. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who:

1. is fully aware of their level of health and health problems
2. can plan, provide, and coordinate necessary health services
3. will make appropriate referrals for care in collaboration with the client and health team members.

The program prepares the student to be a health-care provider: to assess the physical, emotional, and developmental status of the older adult; to analyze the health behavior of the family; to provide services toward promoting, restoring, or improving health; and to evaluate the effectiveness of nursing practice. The program prepares the student as a clinical specialist and resource person in the field of aging.

In addition to the common objectives for all graduate programs, the graduate will be able to:

1. apply theories relevant to the biological, psychological, and sociological aspects of aging in nursing care of clients
2. serve as a clinical specialist and resource person in the field of aging.

A variety of clinical practice sites will be used throughout the program. The program is designed to prepare nurse practitioners to provide primary health care to the aged in their homes, in ambulatory care facilities, long-term care facilities, and other selected health care agencies.

Maternity Nursing–Nurse Midwifery

Purpose and Objectives

The program is designed to prepare a maternity clinical nursing specialist who functions as a nurse-midwife as defined by the American College of Nurse-Midwives.

In addition to completion of the common objectives for graduate education, a graduate of the Columbia University program in Nurse-Midwifery will be able to manage the care of essentially uncomplicated women and newborns throughout the childbearing cycle.

Program

The program is designed to move the student along an assessment-management continuum. The focus of care provided is on the essentially normal childbearing and interconceptional family with the additional preparation in collaborative management of the woman and neonate at risk.

The curriculum is designed for mastery learning; that is, the faculty have defined in behavioral terms the minimum performance level in both content and clinical areas that each student must master. The 26 points in clinical specialization are structured into self-contained units of instruction (modules) that promote self-directed learning, provide flexibility in approaching individual clinical management situations and learning patterns, and allow the learner to build upon his or her prior knowledge and clinical expertise.

Clinical experience is emphasized. Students are assigned to nurse-midwifery services both in and out of New York area. In addition to required core courses, students choose electives from any of the graduate schools within the University. Students graduating from this program are eligible to take the National Certification Examination offered by the American College of Nurse-Midwives.

The program requires that the students take their four terms of graduate work in succession. The eight-week summer session is necessary for optimal utilization of clinical facilities that provide the learning experiences needed for the practice of nurse-midwifery. It is anticipated that the majority of students will complete the requirements for graduation in sixteen months.

In addition to the basic program described above, a special program of study is available to certified nurse-midwives who wish to continue their education at the graduate level. Special preparation in the areas of clinical teaching, research, or administration is provided. Students may elect to study part-time. Further details are available upon request.

Nurse Anesthesia

Purpose and Objectives

The purpose of the program is to prepare a qualified nurse to function as a clinical specialist in nurse anesthesia. The nurse anesthetist provides anesthesia care for patients of all age groups and physical status undergoing a variety of diagnostic and surgical procedures.

In addition to the common objectives, the graduate of the program will be able to:

1. synthesize knowledge from physical, biological, and behavioral sciences to make nursing and medically delegated judgments for nurse anesthesia care.
1. assess and evaluate the health status of individuals in order to determine and maintain a safe level of therapy.
2. administer a physiologically sound anesthetic within the confines of the operative situation.
3. provide psychological support to patients, families, and groups during periods of crisis.
4. function as a resource person and educator in the area of anesthesia and critical care.
5. provide psychological support to patients, families, and groups during periods of crisis.

Upon completion of the program, the graduate is eligible to take the National Certification Examination in Nurse Anesthesia offered by the Council on Certification of Nurse Anesthetists.

Program

The program, which began as a certificate program at the Roosevelt Hospital, is two full years in length, including an anesthesia residency. The first-year curriculum is largely devoted to didactic and clinical components and is achieved during the twelve-week summer session. The program is designed to provide the student with continuous opportunities to relate and to increase the responsibility for complete nurse anesthesia care. The sequel to the first year, the second year of the curriculum, focuses on advanced and clinical components. The program is designed to provide the student with continuous opportunities to relate and to increase the responsibility for complete nurse anesthesia care. The sequel to the first year, the second year of the curriculum, focuses on advanced and clinical components.

Purposes and Objectives

The program prepares the student to be a health care provider: to assess the physical, related to culture, lifestyle, and family interactions; to restore or improve health; and to critically evaluate the effectiveness of nursing practice. The program of the purposes of the program is to prepare a clinical specialist in the primary health care of children. The clinical specialist role demands excellence in nursing and a willingness to be an independent nurse. The required core courses and the major track prepare the graduate for the clinical specialist role and qualify him/her to apply for certification as a Pediatric Nurse Practitioner. The elective courses contribute to the student's functional skill development, and the clinical experiences are achieved in a variety of settings with the permission of the professional and the student. The objectives of the pediatric pulmonary tract are consistent with the overall graduate objectives.

Program

The program moves along a developmental health-illness continuum. During the first term, the emphasis is on the healthy infant, in the second term, on the well child and adolescent. Theory and concurrent practice provide the student with a rich framework.

In the third term, the student focuses on children with minor illnesses and in the fourth term either continues as a generalist or chooses a subspecialty within the specialty in adolescence, long-term care, or school health. Throughout the four terms, the offerings of the major are augmented by courses of the core curriculum in developmental theory, research, assessment, and nursing issues. Role socialization seminars are integrated into clinical sessions. Completion of the program satisfies the educational criteria for Pediatric Nurse Practitioner certification.

Student is encouraged to explore the many offerings of the University and select electives given in other divisions such as the Graduate School of Arts and Sciences and the School of Public Health.

Pediatric Nursing (Pulmonary Care)

Purposes and Objectives

This program is designed to prepare the pediatric nurse to function as a pulmonary nurse in the care of children with acute and chronic pulmonary disease.

The program provides the student with the knowledge and skills to assess the physical, emotional, and developmental status of children as well as those who are acutely or chronically ill, and to plan and implement the services needed by the children and their families.

The student will explore the role of the clinical specialist and be involved in collaborating with other disciplines in the care of children with pulmonary disease.

The objectives of the pediatric pulmonary track are consistent with the overall graduate objectives.

Program

The program moves along a health-illness continuum considering first well children in a developmental approach. The second term moves into chronic illness, diagnosis, and management. The third term focuses on respiratory physiology and disease with clinical experience in assessing and managing care of children with pulmonary disease. In the last term, students are encouraged to develop a personal interest to develop in depth theoretically and clinically. Completion of the program satisfies the educational criteria for Pediatric Nurse Practitioner certification.

Perinatal Nursing

Purpose and Objectives

This program prepares a clinical nurse specialist in perinatal care. The graduate will be prepared to diagnose and manage perinatal problems with the facility for taking on a leadership role. For this program, "perinatal" is defined as the
time from conception to the end of the first year of life for the infant and from conception through the end of the first postpartum year for the mother.

The program is designed to prepare the graduate to contribute to the improvement of pregnancy outcomes, with the emphasis on care of the high-risk pregnant woman and the sick infant in the neonatal period and maintenance of health during pregnancy and infancy.

The objectives are consistent with the overall graduate objectives.

**Program**

The program moves along a developmental health-illness track. The first term emphasizes the normal childbearing period and normal fetal-newborn development while the second term focuses on deviations from normal during the childbearing period. The third term concentrates on deviations from normal in the newborn infant.

In the fourth term the student selects the direction of further study, either management of high-risk pregnant women or long-term follow-up of high-risk infants. Concentrated theory and concurrent practice are provided within the University and perinatal units within the region. Curriculum flexibility is provided to meet the individual student’s goals and interests.

The student is encouraged to explore courses in teaching, administration or supervision which are offered in the other divisions of the University as preparation for the role of clinical specialist.

**Psychiatric-Community Mental Health Nursing, Adult/Child**

**Purpose and Objectives**

The program prepares qualified professional nurses to assume increasing responsibility for meeting the health needs of people in hospital and community settings.

When psychiatric nursing care extends from the institution into the community, the psychiatric nurse is expected to (1) design and provide continuity of care for patients in varied settings; (2) correlate and coordinate mental health services; (3) guide and instruct others in psychiatric and mental health nursing care; and (4) serve as liaison among various disciplines, the patient, the family, and the community.

In addition to the common objectives for all graduate programs, learning experiences are selected which enable the student:

1. to have increasing responsibility for assessment and therapeutic interventions with clients presenting behavioral problems and/or psychiatric syndromes
2. to function with groups as observer-recorder, participant, and group team leader in client-centered therapeutic group activities with families, consumers, and clients
3. to have a continuity of relationship in the treatment process with the client and/or family and with the professional staff in community health through participation in an independent and/or a collaborative relationship between the health delivery systems in the community
4. to be engaged in preventive treatment services as well as those generally considered therapeutic and rehabilitative
5. to investigate clinical nursing practice utilizing the research model, method, and findings.

**Program**

The program provides two tracks, adult and child, each requiring a minimum of 55 points.

The graduate program includes courses both in developmental theory and in advanced psychiatric and community mental health nursing theory and practice. In addition, courses in anthropology, sociology, and community organization may be taken in various divisions of the University, including the Graduate School of Arts and Sciences and the Schools of Social Work and Public Health. Concurrent clinical experiences in community psychiatric and mental health services are provided to develop skills basic to planning for patient and community needs.

Additionally, the track to prepare the clinical nursing specialist in child psychiatry includes knowledge basic to the care of the emotionally disturbed, physically ill, and/or socially abused child. Concurrent clinical experiences in community psychiatric and mental health services, as well as in special settings, including those in children’s hospitals and clinics, are provided to develop skills basic to planning for patient and community needs.

**Joint M.P.H./M.S.N. Program**

The primary purpose of this interdisciplinary program is to prepare nurse practitioners or clinical specialists who will function effectively as community health practitioners, helping to interpret, plan, and/or administer programs. The program is directed toward nurses with at least one year’s appropriate experience who expect to be practicing clinicians and at the same time hold responsible administrative positions, or who plan a career in clinical nursing but desire to enhance their clinical knowledge with a related public health concentration.

Students may apply and be accepted in both programs at the same time, starting in either school. Total degree requirement is 75 points plus the School of Public Health’s one-term practicum. At least 30 points must be in residency in each school.
Courses of Instruction

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary. See the Key to Course Listings above.

Students not enrolled in the graduate program at the School of Nursing must have written approval of the Program Director prior to enrollment in any graduate course.

Core Curriculum

Nursing M6220x. Introduction to physical and psychological assessment. 2 pts
Professor Messler and staff.
Prerequisite: the instructor's permission.
Described in this course, students will develop plans and carry out the objectives for the teaching and/or staff development. Emphasis is on the role of the teacher and learner in a variety of settings. The student is responsible for designing and carrying out the objectives for health care practice. Faculty preceptors are assigned by the department to provide guidance and supervision.

Nursing M6020x and y. Research I.
Professor Messler.
3 pts
Prerequisite: Nursing M6220x or its equivalent.
Introduction to principles and techniques of behavioral science research in nursing. Problem recognition, development of research area for clinical research. Consideration of nursing theories for theoretical frameworks.

Nursing M6030x and y. Research II.
Professor Messler and staff.
3 pts
Prerequisite: Nursing M6220x or its equivalent.
Presentation of students' proposals, critical analysis and development of research design for project or thesis.

Nursing M6031x, y, and z. Research III.
Professor Messler and staff.
2 to 6 pts
Prerequisite: Nursing M6230x.
Refinement of data collection tools, data collection and analysis.

Nursing M6041x. Theoretical basis of nursing practice.
Professor Dreher and Ms. Albritten.
3 pts
Designed to facilitate analysis and synthesis of relevant theories as bases for implementation of nursing of selected conceptual frameworks. The nature of theories, models concepts, and the science of nursing examined in a seminar format.

Nursing M6010x. Life cycle concepts.
Professor Jaffe.
3 pts
The implications of educational preparation for nursing practice, quality of care issues including law, ethics, peer review, consumer advocacy, and components of nurse power.

Nursing M8030x, y, and z. Clinical administration practicum in health care.
2 to 6 pts
Application of principles and practices of administration in health care. Emphasis on the role of the administrator in a variety of settings. The student is responsible for designing and carrying out the objectives for the administration practicum. Faculty preceptors are assigned by the department to provide guidance and supervision.

Nursing M8521x and y. Clinical administration practicum in health care.
2 to 3 pts
Professor Kelly.
To be taken concurrently with Nursing M8505x and Nursing M8500x.

Adult Nurse Practitioner Program

Nursing M6720x. Health maintenance of the adult.
Professor Gray.
3 pts
To be taken concurrently with Nursing M6220x and Nursing M6710x. In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. Theory and concurrent nursing practice is focused on primary health care of the well adult.

Nursing M6710x. Health assessment of the adult.
Professor Gray and Dr. Park.
2 pts
The student must have completed Nursing M6220x or its equivalent.

Nursing M670x. Health assessment of the adult.
Professor Gray and Dr. Park.
2 pts
This course follows and complements the major course offering "Introduction to Physical and Psychological Assessment." The intent of the course is to provide the student opportunity to interpret physical findings and to learn their implications. An introduction to the interpretation of laboratory data is included. Teaching strategies include physical diagnosis rounds and seminars.

Nursing M6012x. Pathophysiology—general.
Members of the Department of Medicine.
2 pts
The course is taught by leading physicians involved in research and/or practice. It is offered as a separate course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adults and children.

Nursing M6121x. Pathophysiology—adult.
Members of the Department of Medicine.
2 pts
The course is taught by leading physicians involved in research and/or practice. It is offered as a separate course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adults and children.

Nursing M6730x. Diagnosis and management of common health problems.
Professor Gray and staff.
6 pts
Prerequisite: Nursing M6220x, M6120x. Prerequisite or Concurrent: Nursing M6121x.

Nursing M8770x-M8771x. Diagnosis and management of illness in adults, I and II.
6 pts
Ms. Mellett and staff.
Prerequisite: Nursing M6730x.
Utilizing a systems approach, the diagnosis and management of health conditions manifest in adult care are studied. A variety of ambulatory care facilities are utilized for clinical practice.

Nursing M8790x and y. Individualized study in adult primary care.
1 to 8 pts
Professor Gray.
Prerequisite: Nursing M6730x.
Selection of a specific area of interest within the adult primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report required.
Gerontology

Nursing M6770x. Health maintenance of the elderly.
Ms. Quinlan.
3 pts
In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. The safety and concurrent nursing practice is focused on primary health care of the essentially well older adult. Emphasis is placed upon the normal aging process and upon the coping probability of successful aging are studied.

Nursing M6750y-M6751x. Nursing seminar in gerontology, I and II.
Ms. Quinlan.
2 pts
These courses are taken concurrently with Nursing M6730y and M6770x. The seminars focus on the application of theory and clinical content in the care of the elderly.

Nursing M6780y. Health problems of the aged.
Ms. Quinlan.
2 pts
In a systematic approach to the delivery of primary care, this course considers those aspects relating to the diagnosis and management of frequently occurring health problems of the elderly.

Nursing M8780x and y. Individualized study in gerontology.
Ms. Quinlan.
2 to 5 pts
Selection of a specific area of interest within the gerontology specialty. This, with the guidance of a preceptor, final written report is required.

Maternity Nursing–Nurse Midwifery

Nursing M6462x, y, and z. Health assessment of adult female.
Ms. Buchbinder and staff.
2 pts
In-depth anatomy and physiology of the reproductive system with application to complete physical and comprehensive history taking, interpretation of laboratory values, and human sexuality. Seminars, lab and clinical practice.

Nursing M8472x, y, and z. Antepartum normal.
Sr. Rose Carmel and staff.
5 pts
Prerequisite: Nursing M6462 and M6220.
The physiological, social, and emotional components of antepartum care. Embryology and genetics, principles of preparation of families for childbirth, and community education of antepartum and delivery of normal pregnancy. Seminars and clinical practice.

Nursing M8473x, y, and z. Intrapartum normal/early postpartum newborn.
Mses. Kaplan, Lichtman, and staff.
6 pts
Prerequisite: Nursing M6462 and M6220.
Nurse-midwifery management of the care of the normal intrapartum woman. Content includes anatomy and physiology relevant to care of intrapartal and early postnatal patient, review of labor support and normal labor, delivery, and immediate postpartum care of mother and newborn.

Nursing M8474x, y, and z. Interconceptional care.
Ms. Robinson and staff.
3 pts
Prerequisite: Nursing M6462 and M6220.
Theoretical and practical related to nurse-midwifery management of interconceptional care. Anatomy and indications and contraindications for use, knowledge of demography, and theory of minor gynecological operations.

Nursing M6465x, y, and z. Neonatology.
Ms. Shaniak and staff.
2 pts
Prerequisite: Nursing M6462, M8472, M8473, M8474, and M8475.
Seminar discussion of common newborn variations and problems. Interdisciplinary approach using expertise of physicians, nurse-midwives, and perinatal nurses in care of sick newborn.

Nursing M6464x, y, and z. Parent education.
Ms. Lichtman.
2 or 4 pts
Prerequisite: Nursing M6462 and M8472.
Principles of teaching and learning applied to preparation for childbirth. Development of parent classes and supervised teaching experiences included.

Nursing M8475x, y, and z. Clinical practicum in nurse-midwifery.
The staff.
5 pts
Prerequisite: all other clinical major courses except Nursing M6466 and M6467.
Intensive integration of theory and clinical practice in the nurse-midwifery management of medically and obstetrically uncomplicated women and newborns throughout the childbearing cycle. Clinical practice in all areas, teaching rounds, case presentations, and seminars with professional colleagues.

Nursing M6466x, y, and z. Nursing management of high-risk pregnancies.
Professor Decker and Sr. Rose Carmel.
3 pts
Prerequisite: Nursing M6462, M8472, M8473, M8474, and M8475.
Theoretical and rational for medical and nursing management of the care of the patient with complications of pregnancy, labor, and delivery, and the postpartum period. Practice includes provision of expert nursing care, as well as identification to high-risk patient, through maternal histories, family practice and analysis of blood gases and other derived gas tensions. Emphasis on problems identified in the childbearing cycle. Clinical practice in all areas, teaching rounds, case presentations, and seminars with professional colleagues.

Nursing M6470x, y, and z. Guided study in maternity nursing.
Dr. Messler and faculty.
2 to 6 pts
Prerequisite: the instructor's permission.
Beginning graduate level selection of area of theory in maternity nursing for in-depth study with guidance by the instructor.

Nursing M8490x, y, and z. Independent study in maternity nursing.
Professor Decker and Sr. Rose Carmel.
1 to 6 pts
Prerequisite: the instructor's permission.
Selection of an area of theory in maternity nursing–nurse midwifery for in-depth study with guidance by the instructor.

Nursing M8495x, y, and z. Clinical preceptorship in nurse-midwifery.
Professor Decker and Sr. Rose Carmel.
2 to 6 pts
Prerequisite: Nursing M6220, M6462, M8472, M8473, M8474, and M8475.
Selection of an area of advanced nurse-midwifery practice. Work in collaboration with faculty preceptor and staff nurse-midwives in a variety of nurse-midwifery services.

Nurse Anesthesia

Nursing M6124x. Cardiovascular physiology and pathophysiology.
Dr. Han-Chiang Lee.
3 pts
Advanced study of cardiovascular physiology and pathophysiology including pathophysiology of shock, invasive hemodynamic cardiovascular monitoring; pre, intra-, and postoperative anesthetic consideration for patients with coronary artery disease, hypertension, and congestive heart failure. Interpretation of electrocardiograms with emphasis on arrhythmia detection, treatment, and the way it relates to acid base electrolyte balance and anesthesia.

Nursing M6125x. Respiratory physiology and pathophysiology.
3 pts
Ms. Daddato.
Functional anatomy and physiology; ventilation, diffusion, and perfusion; ventilation-perfusion relationships and abnormalities; oxygen transport; blood-tissue gas exchange; transport and elimination of CO2; analysis of blood gases and pH; regulation of respiration; respiratory physiology in unusual environment; physical diagnosis of pulmonary diseases. Emphasis on considerations related to pre-, intra-, and postoperative anesthesia care.
Nursing M6110y. Pharmacology of anesthetics. 3 pts
Ms. Svozil.
Study of factors that affect action, absorption, distribution, biotransformation, excretion of drugs, and
Drug interactions. Study of uptake, distribution, biotransformation, and elimination of those drugs
commonly used in anesthesia (a) inhaled, local, and intravenous anesthetics; (b) muscle relaxants; (c)
Drugs used for sedation. Special emphasis on dosage, mechanism of action, characteristic drug effects,
factors modifying drug effect, and indication and contraindications for use.

Nursing M6126y. Renal physiology and fluid balance. 2 pts
Ms. Howell.
Functional anatomy, including physical principles governing extracellular and intracellular
Fluid balance, physiology of glomerular filtration and tubular function, and the role of kidney in acid base
Balance, application to the supportive and therapeutic administration of fluids and electrolytes.

Nursing M6127y. Neurophysiology and pathophysiology. 2 pts
Dr. Donald Finck.
Integrate anatomy, physiology, and pharmacology of the central, autonomic, and peripheral nervous
Systems. Emphasis on the neural circuitry and integrative functions essential for maintenance of
Homeostasis; alterations by drugs, disease, and surgical and anesthetic interventions, control of
Cardiovascular and pulmonary systems; current theories of pain perception.

Nursing M6128y. Endocrinology and pathology. 2 pts
Advanced study of uncommon disease entities, endocrine and metabolic alterations whose underlying
Pathophysiologic process might effect anesthetic management. Emphasis on anesthetic management
Including prevention and treatment.

Nursing M6862s. Physical and psychological assessment of preoperative patient. 2 pts
Ms. Svozil and staff.
History and physical examination technique aimed at identifying pathology rather than diagnosed disease
Entities with emphasis on information concerning the heart, lungs, and peripheral circulation. Includes
Those aspects of neurological examination most helpful in assessing the degree of CNA depression.
Students learn to recognize physical and psychological problems, interpret laboratory and diagnostic
tests, and to develop an anesthesia management care plan based on the problem oriented approach.

Nursing M6870s. Introduction to clinical anesthesia. 3 pts
Ms. Svozil and staff.
Basic methods of anesthetic administration including techniques, principles, and equipment required
Introduction to applied physiologic anesthetic machines and equipment, noninvasive and invasive
Monitoring techniques, airway management, physiologic effects of surgical positioning, basic principles
Of electrical circuits, physiologic effects of electricity, principles of electrical safety, principles and
Application of medical electronic equipment. Lecture modules, audiovisual techniques, and supervised
Laboratory experience.

Nursing M8870s-M8871x. Clinical practicum in nurse anesthesia, I and II. 7 and 6 pts
The staff.
Intensive integration of theory and clinical practice for patients undergoing surgical and obstetrical
Anesthesia. Emphasis on assessment and nurse anesthesia management. Students are assigned to a
Specialty for a defined period of time. Clinical practice is structured to meet realistic competencies under
tutorial guidance. Through critique of anesthesia care plans, case discussion, presentation and seminars,
the student develops technical problem-solving techniques and critical judgment. Mastery to the specific
level of competency is required within the specified time framework. Clinical Practicum I is a basic anesthetic
practice for uncomplicated surgical procedures on patients of Physical Status ASA I and II. Clinical Practicum II expanded anesthetic practice for more involved surgical procedures on patients of Physical
Status ASA III and IV and the pediatric, obstetric, and gynecologic patient.

Nursing M6871x. Anesthesia for specialty and emergency surgery. 3 pts
The staff.
Investigation of selected problems commonly associated with specialty and emergency surgery.
Anesthetic consideration for the various surgical procedures, as well as for pediatric, obstetrical, and
Geriatric patients. Includes anatomical, physiological, and pathophysiological considerations of pregnancy,
Infancy, childhood, and the aged. Techniques of selected regional anesthetics including the indications and
Contraindications for use.

Nursing M6111x. Pharmacology of accessory drugs. 3 pts
The staff.
Advanced study of current drugs in use that may be encountered in patients coming to anesthesia. Drugs
Used for cardiovascular and respiratory support with emphasis on dosage, mechanism of action,
Characteristic drug effect, factors modifying drug action, and the indications and contraindications for use.

Anesthesia Residency (January through August).
Staff and preceptors.
Intensive integration of theory and clinical practice in anesthestics management of the neonate, pediatric,
Adult, obstetrical, and gynecologic patient; the healthy patient as well as those with multisystem problems or
diseases; patients undergoing a variety of surgical and diagnostic procedures, including cardiac and
Neurovascular surgery. During the residency the student is given increasing responsibility to function
Independently as a nurse anesthetist and resource person under tutorial guidance. The student must complete
The required minimum of 450 cases in specific categories and 600 clinical hours to meet the
Requirements for the nurse anesthetist certification examination. Clinical practice, teaching rounds, case presentation, and seminars with professional colleagues.

Pediatric Nursing (Ambulatory Care)

Nursing M6610x. Physical and psychological assessment of the normal child. 3 pts
Ms. Albritten and Ms. Buschman.
Prerequisites: the instructor's permission.
Designed to prepare the student to take a complete health and development history of the normal child,
Perform a systematic physical examination, recognize physical and psychological health and development
Problems, and record findings using the problem-oriented modular record. Lectures, modules,
Audiovisual presentation, and supervised laboratory experiences.

Nursing M6120x. Pathophysiology—general. Members of the Department of Medicine. 2 pts
The course is taught by leading physicians involved in research and/or practice. It is offered as a separate
course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adults and children.

Nursing M6122y. Pathophysiology—child. Members of the Department of Pediatrics. 2 pts
The course is required for students in the Pediatric Primary Care Program. The pathogenesis of common
Conditions affecting children is presented and serve as a basis for clinical management.

Nursing M6620x. Health maintenance of the infant and young child. 3 pts
Ms. Albritten, Professor Jackson, and Dr. B. Fiscina.
Open to students in other major areas in nursing with the instructor's permission. Theory and concurrent
Nursing practice are focused on the primary health care of infants and young children. In the maternity
Setting, clinics, and nursery schools, students provide support, counseling, and health education to parents
As well as health care to children. Students assess the health status, growth, development, and behavior of
infants and young children, as well as parents' responsiveness and child rearing styles. They individualize
Counseling to assist parents to enjoy parenthood while learning about infant and young children's behavior.
Conferences and classes on health provide parents with information to help them make decisions when their children are 0-3 years.
Methodologies include lectures, seminars, audiovisuals, observations, and precepted clinical experiences in hospital and community settings.

Nursing M6630y. Health maintenance of school age and adolescent children. Ms. Albritten, Professor Jackson, and Dr. B. Fiscina. 6 pts
An expansion of knowledge of primary health care to children and adolescents and an opportunity to
Utilize newly acquired skills and knowledge. Daily conferences and information on issues of pediatric
Ambulatory care. Interdisciplinary conferences assist in role clarification and set the stage for appropriate
Referrals and collegial relationships. Students assess children for health status, behavior patterns, growth,
and development and assist parents by providing information and counseling and encouraging them in
decision making. Teaching health classes to school children provides practitioners the opportunity to
Meet children's needs as health consumers.
Nursing M6870x. Diagnosis and management of illness in children. 6 pts
Ms. Grey and Dr. B. Fiscina.
Provision of primary health care to children with common episodic illnesses. The course and management of selected illnesses of children and practice in recognizing and managing problems in the clinical setting. Working within the protocols set by the institution and under the supervision of preceptors, students acquire skill in making decisions, providing care, and making judicious referrals to physicians or other health-care providers. Students provide for continuity of care when patients require the services of consultants. Clinical settings include ambulatory care clinics and community family centers. Lecture, seminar, audiovisual techniques, precepted laboratory experiences.

Nursing M6890y. Individualized study in pediatric primary care. 4 to 8 pts
Professor Jackson and Ms. Grey.
A specific area of interest is selected within the pediatric primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice in a variety of settings. Required: outline of proposed work before registration and final written report. Areas of study and practice might include primary care of children in adolescent and youth clinics, public and private health maintenance organizations, nursery schools, after-school programs in neighborhood community centers. Clinical practice, case presentations, teaching rounds, and colloquia.

Nursing M6635y. The chronically ill child and the family. 2 pts
Ms. Grey.
Students study the work of theorists and researchers on the psychological and social consequences of illness on children and their families. Emphasis is placed on theory from the behavioral sciences necessary to provide care to children with chronic and/or handicapping conditions both in and out of the hospital. Methods: case studies, seminars.

Perinatal Nursing

Nursing M6651x. Perinatal family assessment, I. 3 pts
Ms. Warrick.
Focuses on utilizing the nursing process during the childbearing period and with normal newborn. The student studies the process of normal pregnancy as it relates to the childbearing family, development of parental roles, and cultural perspectives. The biophysical parameters of maternal-fetal-placental assessment are studied. The nurse is prepared to perform a comprehensive health appraisal on the newborn and to make an assessment of developing maternal-infant attachment. Clinical practice with longitudinal care of families and newborn health assessments. Seminars, lectures, student case presentations, written reports.

Nursing M6652y. Perinatal family assessment, II. 3 pts
Ms. Warrick.
Prerequisite: Nursing M6651 and M6150.
Complications in pregnancy and the birth process with emphasis on the process of high-risk pregnancy as it relates to the childbearing family. The student is expected to apply the acquired concepts of psychosocial adaptation and biophysical assessment in the care of the high-risk pregnant woman and her family. Clinical practice, seminars, lectures, written reports.

Nursing M6150x. Fetal-newborn physiology.
Professor Stanek.
Physiological development of fetus by systems: adaptations during labor, delivery and immediate postnatal period, induction of parturition. Lecture.

Nursing M6660x. Perinatal nutrition, I.
Professor Rosso.
Metabolic changes during pregnancy, maternal nutrient requirements, maternal-fetal exchange, fetal nutrient requirements, specific deficiencies, and outcome of pregnancy. Assessment of nutritional status in a pregnant woman.

Nursing M6661y. Perinatal nutrition, II. 2 pts
Ms. Muttart.
Nutritional care: emphasis on the nutritional requirements and gastrointestinal functions of the normal neonate and guidelines to the therapeutic needs of the abnormal. Historical and cultural aspects included.

Nursing M8540x and y. Advanced practice in perinatal nursing. 4 pts
Professor Messler.
Prerequisite: the instructor's permission.
Field placement in a regional perinatal setting, participation as an active member of a multidisciplinary team. Observation of administrative process in delivery of services.

Nursing M8650x and y. Individualized study in perinatal nursing. 2 to 8 pts
Professor Messler and staff.
Selection of a special area of interest within perinatal nursing. Clinical practice and intensive study under the guidance of a preceptor. Outline of proposed work and final written report required. Opportunity to develop skills in expanded role.

Psychiatric-Community Mental Health Nursing

Common Courses

Nursing M8588x. Theory of group development. 2 pts
Professor Lennon.
Weekly seminar discussion of assigned readings and classroom learning. Emphasis on concepts of group formation, problem resolution, and termination, and exploration in depth of concepts of leadership, membership, and responsibility.

Nursing M8592x-M8593y. Clinical practice and supervision with groups, I and II.
Professor Lennon and staff.
Prerequisite: the instructor's permission.
The student participates as a leader or co-leader in a goal-oriented group. Clinical supervision focuses on the dynamic nature of group development. Reading and written assignments and group discussion.

Nursing M8585x and y. Theory of community mental health nursing. 2 pts
Professor Lennon.
Prerequisite: Nursing M8582—Evaluation and intervention in psychiatric illness, and the instructor's permission.
Basic concepts and development of community mental health. The functional roles of the clinical specialist in community mental health. Seminar discussion, reading, and written assignments.

Nursing M8560x. Introduction to family theory and therapy. 3 pts
Ms. Feldstein.
Prerequisite: the instructor's permission.
An introductory course in family theory and therapy. The concepts of the family as a system, theoretical models upon which to base clinical practice, and seminal ideas in family therapy presented. Seminars are structured around relevant readings from the family literature and supervision. Each student is assigned to work with a family. Clinical supervision is provided by faculty members. There is a required written assignment.

Nursing M8530x. Developmental basis of therapeutic processes. 3 pts
The staff.
Limited to 20 students.
Concepts of ego psychology and maturation sequence from infancy through adolescence. Special emphasis on concepts of attachment behavior, trauma, anxiety, and identity formation in normal development. Seminar discussion.

Adult

Nursing M6594y. Concepts of psychiatric nursing. 2 pts
The staff.
Prerequisite: Nursing M6530 and the instructor's permission.
Through weekly reading assignments and discussion, the student is introduced to understandable and extreme manifestations of psychological stress reactions, with focus on sensory deprivation, grief, loneliness, panic, delusions, hallucinations, and suicidal behaviors.
Nursing M6562y. Psychological assessment of adults. 2 pts
Interviewing and psychological assessment of adults to ascertain the level of psychological functioning. Techniques and methodology presented. Seminar includes demonstrations and clinical assignments to insure student participation.

Nursing M6562y. Evaluation and intervention in psychiatric illness. 2 pts
Dr. Goldberg and staff.
Prerequisite: the instructor's permission.
Seminar focusing on understanding anxiety, depression, mania, schizophrenia, and other psychiatric disorders. Psychiatric assessment and psychotherapeutic interventions taught through readings, discussion, and tapes.

Nursing M6584x. Psychobiology of behavior. 2 pts
Dr. Goldberg and staff.
Prerequisite: Nursing M6582 Evaluation and intervention in psychiatric illness.

Nursing M8590x-M8591y. Clinical practice and supervision with individuals, I and II. 2 pts
The staff.
Prerequisite: the instructor's permission.
Each student is given an opportunity to work with one or more individuals or families, and is responsible for assessing and working with the physical, psychological, and social aspects of the clinical case under nursing supervision. Readings, clinical practice, and supervision.

Nursing M8594x-M8595y. Clinical practice in institutions, I and II. 4 pts
The staff.
Prerequisite: the instructor's permission.
Students participate as active members of multidisciplinary teams in psychiatric or other health oriented organizations, focusing on further development of clinical skills with individuals and groups, demonstrating consultation, teaching, and management skills within the organization. Required readings, written assignments, and specific projects designed to help the student practice and appreciate the clinical specialist role within an institution.

Child (Liaison)
Nursing M6570x. Introduction to clinical specialization in child psychiatric nursing. 3 pts
Ms. Feldstein.
Weekly seminars to discuss and demonstrate clinical skills basic to the practice of the clinical specialist. Weekly practicum to further develop skills and to develop clinical applications of concepts.

Nursing M6572x. Psychological assessment of children. 2 pts
Dr. Dunton and staff.
Seminar discussion, lectures by instructor and guest speakers, observations of interviews with children, and student presentation of clinical data. Health assessment interviews required.

Nursing M85620y. Clinical practice with children and families under stress. 2 pts
Ms. Buschman and staff.
A practicum designed to provide students with exposure to children and adolescents stressed by acute, chronic, or life-threatening disease and by congenital deformities. The experience gives students opportunity to work with these young patients and their families and to appreciate the effects of such stress upon growth, development, family and social functioning. Collaboration with professionals within the context of the pediatric out-patient department and community agencies is encouraged. Home visiting to be arranged where appropriate.

Nursing M8350y. Clinical seminar: children and families under stress. 2 pts
The staff.
Discussion of the applicability of consultation and liaison skills. Weekly presentation of theories of stress, child and family adaptations to stress, and nursing interventions. Assigned readings and audiovisual materials.

Nursing M6575y. Evaluation and intervention in child psychopathology. Dr. Dunton and staff. 2 pts
Seminar focusing on understanding autism, schizophrenia, neurosis, and organic mental syndrome. Psychotherapeutic intervention taught through readings, discussion, and interviewing.

Nursing M6578x-M6579y. Treatment modalities for disturbed and disturbed children, I and II. 2 pts
The staff.
Eclipsic study of modalities currently useful in treatment of children. Includes psychotherapies, creative arts, martial arts, story telling techniques, psychopharmacology, behavior modifications, milieu children's groups. Readings, lectures, audiovisual presentations.

Nursing M8340x. Advanced practice with children and families, I. 4 pts
The staff.
Practicum with distressed/disturbed children and families in hospital liaison and community mental health. Liaison skills developed within the institutional setting. Treatment with selected children and families, interdisciplinary collaboration, observation of administrative process in delivery of services in both practice areas. Weekly clinical supervision and selected readings.

Nursing M8341y. Advanced practice with children and families, II. 4 pts
The staff.
Continuation of field placement with the development of a special treatment focus by the student, e.g., a children's activity group, parent group, advocacy for a client or group of clients, etc. Weekly clinical supervision and selected readings.

Supporting Courses
Public Health P6100. Introduction to vital statistics. 1 pt
2 lecture and 2 laboratory hours a week.
Autumn term (quarter 1).
Mass data of the health fields: the content of vital statistics; methods of collection, tabulating and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. Laboratory work is devoted to the practical application of the methods presented in the lectures.

Public Health P6101. Introduction to the analysis of experimental data. 2 lecture and 2 laboratory hours a week.
Autumn term (quarter 2).
Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the general concept of correlation. Laboratory work is devoted to the practical application of the methods presented in the lectures.

Teachers College TX4020x. Statistical methods I. 4 pts
Sec. 1: MW 1:20-2:30; Sec. 2: TuTh 5:10-6:40; Sec. 3: MW 5:10-6:40. Lab: hours to be arranged.
Prerequisite: a passing score on an examination in arithmetic and elementary algebra, given before and during registration (practice and diagnostic materials available from the Statistics Office).
Laboratory fee: $5.
Elementary statistical methods for those planning one or two terms of statistics. Measures of central position, percentages, and averages; measures of spread, standard deviation; linear correlation and regression. Elementary statistical inference of means and variances; random sampling and sampling distributions.

Teachers College TI5021x. Methods of empirical research. I. 3 pts
Sec. 1: W 1:25-2:50; Sec. 2: W 5:10-7.
Prerequisite: TI3700 or the equivalent, and the instructor's permission.
Recommended preparation: TP160 or the equivalent.
An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurement, and the design of empirical research. Students are given the opportunity to design research projects.
GRADUATE COURSES

Teachers College Tl5022x. Methods of empirical research, II. 3 pts
Sec 1: W 1-2:50; Sec 2: W 5:10-7.
Prerequisite: Tl5020 or the equivalent, and the instructor's permission.
Provides an opportunity to plan and execute a modest research project and to study certain research
methods and techniques in greater depth than in Tl5020. These include design, sampling, direct
observation, interviews and questionnaires, and scale construction. Time is provided in the course
schedule for supervised work on the project.

Social Work T6915. Interdisciplinary collaboration in health care. 3 pts
Prerequisite: For second-year students currently in field placement in health settings and with the
instructor's permission.
Emphasis is on the knowledge and skills necessary to participate effectively in interdisciplinary
arrangements in the health care field. The collaborative process is reviewed from the vantage point of
the organization, the work group, and professional ideologies. Each student is required to keep a log of his or
her interprofessional activity in a health setting.

Elective courses 3 to 6 pts
Autumn and spring terms.

Suggested Courses

Teachers College TY4005x and y. Principles of teaching. 2 to 3 pts
The teaching process in relation to the purposes of education, human growth, and personality, the nature
of learning, the dynamics of groups, the nature of subject matter and evaluation.

Teachers College TY4000x. General course in curriculum and teaching. 3 pts
Curriculum issues and problems, their rationale, and implications for education.

Teachers College TD4011x and y, A and B. Curriculum and instruction in higher
education. 3 pts
Professor Leemon.
Trends and issues pertaining to liberal, general, specialized, and professional education. Internal and
external interests that influence curriculum instruction decisions and their implications for the organization
and administration of colleges and universities.

Teachers College TN4031x and y. Curriculum and teaching in nursing educa
tion. 3 pts
Autumn: Professor Rines. Spring: Instructor to be announced.
Prerequisite: TD4011.
Required of all students preparing for educational administration and teaching. Fundamental principles of
curriculum development as they apply to nursing education. Development of instructional plans and
materials, teaching methodology, and evaluation of student progress.

Teachers College TN4033x. Staff development in nursing, I. 3 pts
Presentation of constructs and techniques used in the process of staff development in nursing. Experience
in diagnosing learning needs, developing objectives, selecting curriculum designs, and implementing
evaluation procedures.

Teachers College TN4034x. Staff development in nursing, II. 3 pts
Study of the organization and administration of staff development programs. Focus on change theory as a
tool to facilitate staff development goals.

Teachers College TD4050x, y, and A. Introduction to adult and continuing
education. 3 pts
Professor Mezirow.
An introduction to the professional field of adult and continuing education—purposes, forms, issues; the
adult learner and the concepts of lifelong learning; overview of current developments in universities and
colleges, community agencies and organizations, public schools, and job-related settings. Emphasis on
collaborative student participation.

Teachers College TH4012x. Family and kinship in social and cultural context.
Tu 1-2:50
Culture, class, and ethnic variations in family and kinship systems, with special attention to urban
settings.

Health Administration

Public Health P6501. Imperatives of health administrations. 3 pts
3 hours a week.
Prerequisite: for students not majoring in health administration, the instructor's permission.
Lectures, seminars, and required reading. Focus on practical administrative problems dealing with quality
and cost control of services, budget formulation, grantsmanship, and strategies. Readings include issues
discussed in current health services administration journals. Periodic examinations, exercises.

Public Health P6502. Health-care delivery systems. 3 pts
3 hours a week.
A review of contemporary approaches to the delivery of health-care services in the United States. The
dimensions, components, constraints, and varied responses of the health-care system.

Public Health P6509. Health management techniques. 2 pts
2 hours a week.
Prerequisite: the instructor's permission.
Provision of concepts and techniques of management, organization, planning, and control; problem-
solving situations; and fundamental elements of personnel supervision. Key management techniques
learned in practical fashion to enhance self-confidence in applications of management knowledge and skills.
Class discussion and final examination.

Public Health P6513. Hospital organization and management. 3 pts
3 hours a week.
An overview of the administrative elements of hospital functions, including background and theoretical
concepts, and opportunities for examination and open discussion of the issues and problems of hospital
administration. The approach is from the general to the particular, to provide students with a workable
overall knowledge of hospital organization, as well as more particular insight to certain typical and key
departments. Field visits.

Public Health P6518. Health facilities planning and design. 3 pts
3 hours a week.
Prerequisite: the instructor's permission.
Provision of concepts, terminology, and cost factors, along with an awareness of design techniques,
regulatory standards, budgeting, sources of capital financing, and instruction associated with the
long-range planning, programming, designing, financing, and building of health facilities.

Public Health P6530. Overview of health services administration. 3 pts
2 hours a week.
Readings and lectures by key faculty members who are subsequently involved in the major course
offerings of the division provide an introduction to areas of health policy, planning, sociology of health,
economics, and services; administration, organization, finance, and delivery of health care and services in
public and private agencies, assessment and evaluation of health care, and the history, philosophy, and
ethical considerations in public health. In-class examinations.

Public Health P6553. Nursing administration, II. 2 pts
2 hours a week.
Prerequisite: the instructor's permission.
Examination and application of administrative principles and functions in the organization and manage-
ment of the delivery of nursing services in the community. Emphasis on personnel management, labor
relations, staff development, quality control, and evaluation of nursing services.

Other courses offered by the Graduate School of Arts and Sciences, the School of Public
Health, or other graduate divisions may be selected by students with the approval of the
faculty adviser. Students should consult the appropriate bulletins.
Registration, Expenses, and Other Information

Registration
Auditing Courses
Regulations
Fees
Requests for Transcripts
Estimated Expenses
Financial Aid
Living Arrangements
Student Health Service
Student Activities
Foreign Students
National Honor Society of Nursing
Awards and Prizes
Graduation
Qualifications for Practice
Registration, Expenses, and Other Information

Registration

Before attending University courses, each student must register in person during the registration period (see Academic Calendar). The registration procedure is as follows:
1. Students report to the School of Nursing, Maxwell Hall, and fill out various forms giving information required for University records.
2. They have their programs approved by an adviser.
3. They take their completed forms to the Office of the Registrar, sign a Retail Installment Credit Agreement, and pay their fees, if desired, in the Student Accounting Division. (For more detailed information, see Fees).

All students will be asked to give Social Security numbers when registering in the University. Those who do not now have a number should obtain one from their local Social Security office well in advance of registration.

Students in the graduate programs are required to have proof of malpractice insurance and current nursing licensure upon entering the program.

Changes in Programs of Study

Once registered, a student may drop or add courses or change sections by filing a formal change-of-program application with the Registrar during the change-of-program period each term: September 8-16 for the autumn term, and January 22-28 for the spring term. All such changes must first be approved by the student’s adviser.

Students may drop courses after the change-of-program period by following the same procedure; however, for individual courses dropped after the last day for change of program in each term, no adjustment of tuition will be made. Autumn-term courses may be dropped no later than November 13, spring-term courses no later than March 19. Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.

Auditing Courses

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the summer session) in any division of the University without charge by filing a formal application in the Registrar’s Office (Room 1-138, Black Building) during the change-of-program period. Applications require (a) the certification of the Registrar that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

For obvious reasons, elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student’s record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.
Regulations

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges (see above). No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid indebtedness to the University.

Transfer of Credit

Credit for summer course work taken at another university may be awarded only with prior written approval of the Office of the Assistant Dean. Graduate students seeking transfer of credit for work taken at another university must obtain written permission of the Program Director prior to enrollment in the course.

Attendance and Length of Residence

Of the 120 points (units of academic credit) required for the baccalaureate degree, 45 must be taken in residence at Columbia, 30 of these at the School of Nursing. (The final 15 points must be taken in residence at Columbia.) The residency requirement for the master's degree is 30 points.

A student in good standing may, for special reasons, be granted a leave of absence by the Associate Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and when these courses will be offered again, since all courses are not offered every term.

Regular class attendance is necessary for attainment of satisfactory performance in college work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course. Clinical commitments within courses are also required.

Religious Holidays

It is the policy of the University to respect its members' observance of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the academic calendar.

Where scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

Grades

The grading system is as follows:

- A+, or A, excellent; A-, or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, Failure.

Pass-Fail Grades: undergraduate students may elect the Pass-Fail grading option for up to 8 courses or a total of 28 points. Graduate students may elect the Pass-Fail grading option for elective courses only. All courses in the major must be taken for letter grades. Grades of P are not included in the grade-point average; however, grades of F are included. Students who wish to elect a pass-fail grade must secure written approval from their academic advisers by November 13 in the term following the one in which it was received, otherwise the grade of INC will be entered. Students on academic probation may not elect the Pass-Fail grading option.

The grade of D, poor but passing, is used by other divisions of the University. No more than 15 points of D work will be credited toward the bachelor's degree. Credit for D work is accepted only for courses taken at Columbia University.

The mark of F (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of the Registrar.

The mark of INC (authorized absence from an examination) is given by the instructor with the approval of the Office of the Assistant Dean to those students who for imperative reasons are unable to take the final examination. If a student is unable to attend the final examination, he or she must, to receive the mark of INC, immediately report to the instructor the reason for the absence and in writing notify the Office of the Assistant Dean. INC's on his or her record will not be permitted to register for the following term.

In the computation of grade averages, marks for courses are awarded quality points on the following scale: A - 4, B - 3, C - 2, D - 1, F - 0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made.

Academic Standards

In order to continue in good standing, undergraduate students must maintain a 2.00 (C) average. All course grades in the major must be at the C- level or above. A student who fails to maintain these standards is placed on academic probation for one term. If grades do not improve during that term a student may be asked to withdraw from the program.

Graduate maternity students must master the content and clinical portions of each module in sequence in order to continue in this program. A grade average of B must be maintained in all other courses.

All graduate students must earn a B in each clinical course and a B average in theoretical courses. Registration in an advanced clinical course requires successful completion of the preceding clinical course. Any deviation from this policy requires written approval from the director of the program.

Failure to obtain a passing grade will be sufficient reason for asking a student to repeat the course or to resign. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.