To Communicate with the School
ADDRESS INQUIRIES TO:
School of Nursing
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The Faculty of Medicine
School of Nursing

Columbia University
Bulletin

Baccalaureate Program in Nursing
Master's Program in Clinical Nursing

Postmaster: Send Form 3579 to Columbia University Bulletin, 303 Journalism Building, New York, N.Y. 10027

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Academic Calendar, 1981–1982

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

1981
A late fee must be paid by students who apply or reapply after Monday, August 3, for all degrees to be awarded in October.
A late fee must be paid by students allowed to register after Friday, September 4.
A late fee must be paid by students who apply or reapply after Friday, November 6, for all degrees to be awarded in January.

AUGUST
3 Monday. Last day to apply or reapply for all October degrees (see September 10).

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

OCTOBER
28 Wednesday. Award of October degrees.

NOVEMBER
2 Monday. Academic holiday.
3 Tuesday. Election Day. Holiday.
6 Friday. Last day to apply or reapply for January degrees (see December 11).
19 Thursday. Last day to drop courses.
26-29 Thursday-Sunday. Thanksgiving holidays.

DECEMBER
11 Friday. Last day to file late application for January degrees.
14 Monday. Last day of classes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Tuesday. Study day.</td>
</tr>
<tr>
<td>16-23</td>
<td>Wednesday-Wednesday. Examination period.</td>
</tr>
<tr>
<td>23</td>
<td>Wednesday. Autumn term ends.</td>
</tr>
<tr>
<td>1982</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A late fee must be paid by students allowed to register after Friday, January 22.</td>
</tr>
<tr>
<td></td>
<td>A late fee must be paid by students who apply or reapply after Monday, February 22, for all degrees to be awarded in May.</td>
</tr>
<tr>
<td>January</td>
<td></td>
</tr>
<tr>
<td>21-22</td>
<td>Thursday-Friday. Registration for spring term.</td>
</tr>
<tr>
<td>25</td>
<td>Monday. Spring term classes begin.</td>
</tr>
<tr>
<td>27</td>
<td>Wednesday. Award of January degrees.</td>
</tr>
<tr>
<td>28</td>
<td>Thursday. First day to change programs and to apply to audit courses.</td>
</tr>
<tr>
<td>February</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Wednesday. Last day to change programs and to apply to audit courses.</td>
</tr>
<tr>
<td></td>
<td>No adjustment of fees for individual courses dropped after this date.</td>
</tr>
<tr>
<td>22</td>
<td>Monday. Last day to apply or reapply for May degrees (see April 1).</td>
</tr>
<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Sunday. Annual Commemoration Service in St. Paul's Chapel.</td>
</tr>
<tr>
<td>14-21</td>
<td>Sunday-Sunday. Spring holidays.</td>
</tr>
<tr>
<td>25</td>
<td>Thursday. Last day to drop courses.</td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Thursday. Last day to file late application for May degrees.</td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Wednesday. Last day of classes.</td>
</tr>
<tr>
<td>6</td>
<td>Thursday. Study day.</td>
</tr>
<tr>
<td>7-14</td>
<td>Friday-Friday. Examination period.</td>
</tr>
<tr>
<td>14</td>
<td>Friday. Spring term ends.</td>
</tr>
<tr>
<td>16</td>
<td>Sunday. Baccalaureate Service.</td>
</tr>
<tr>
<td>19</td>
<td>Wednesday. Conferring of degrees.</td>
</tr>
<tr>
<td>21</td>
<td>Friday. Registration for summer session.</td>
</tr>
<tr>
<td>July</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Friday. Eight-week summer session ends.</td>
</tr>
<tr>
<td>August</td>
<td></td>
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<tr>
<td>13</td>
<td>Friday. Twelve-week summer session ends.</td>
</tr>
<tr>
<td>27</td>
<td>Friday. Nurse Anesthesia Residency ends.</td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Monday. Memorial Day observed. Holiday.</td>
</tr>
<tr>
<td>July</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Friday. Eight-week summer session ends.</td>
</tr>
<tr>
<td>August</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Friday. Twelve-week summer session ends.</td>
</tr>
<tr>
<td>27</td>
<td>Friday. Nurse Anesthesia Residency ends.</td>
</tr>
</tbody>
</table>
Officers of Administration

Michael I. Sovner, LL.B., LL.D. President of the University
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Robert J. Weiss, M.D. Dean, School of Public Health
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Paul T. McLoughlin, M.B.A. Assistant Dean for Administrative Affairs

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Bank, Arthur
Batt, Ellen R.
Bendixen, Henrik H.
Benesch, Ruth E.
Bilezikian, John
Bito, Laslo Z.
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Brand, Leonard
Bramwood, A. Whitley
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Chao, Solan
Chess, Leonard
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Dall, Ralph B.
Denton, John R.
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Dunn, Anthony
Downey, John A.
Edelman, I.S.
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Ellison, Rose Ruth
Emmons, Raimond
Felton, Charles
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Ferde, Kenneth A.
Foxx, Harold
Garcia, Alexander
Garvey, Glenda
Geller, Lester M.
Gershon, Michael
Ginsberg, Harold S.
Glassman, Alexander H.
Gold, Arnold P.
Goldberg, Daniel J.
Greenberg, Carolyn P.
Griffiths, Sylvia P.
Guntaka, Ramreddy V.
Harber, Leonard C.
Hayes, Constance J.
Hodes, David S.
Hoffman, Brian F.
*Hollingsworth, Douglas
Jaffe, Jerome

*Member of Executive Committee
†Senator

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Beckman, Robert S.
Bell, Jennifer
Bhattacharyya, Arun K.
Blumenfeld, Thomas
Canfield, Robert E.
Ditton, Thomas F.
Estes, Dorothy
Ferrer, Jose M.
Fiorelli, John
Gambuti, Gary
Getza, Marguerite
Goldstein, Rachel
Hoffman, Frederick G.
*Housepan, Edgar M.
Iaquinta, Frank E.
Kahn, Norman
Kandel, Eric R.
Klinek, Inez E.
Lindsey, Robert
McLoughlin, Paul
Minouge, William F.
Pierce, James A.
Rudolph, Mae

*Member of Executive Committee
†Senator

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Officers of Instruction

JOANN S. JAMANN  Professor of Nursing; Dean
B.S.N., Pennsylvania, 1962; M.S.N., 1965; Ed.D., Lehigh, 1974; Graduate, Robert Packer Hospital School of Nursing, 1953

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

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

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B.S., Boston College, 1969; M.S., State University of New York (Buffalo), 1971

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CHARMAINE J. FITZIG  Assistant Professor of Nursing; Chairperson—Division of Community Health Nursing
B.S., Cornell, 1957; M.S., Hunter, 1963; M.P.H., Columbia, 1965; Dr. P.H., 1980; Graduate, Cornell University-New York Hospital School of Nursing, 1957

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

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

Biological and Physical Sciences

ELLEN R. BATT  Lecturer (Part-time)
B.A., Barnard, 1956; M.A., Columbia, 1959; Ph.D., 1967

DOLORES A. FERNANDEZ  Associate in Nursing
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CAROLYN BLAIR STANEK  Lecturer (Part-time)
B.A., Mt. Holyoke, 1962; Ph.D., Pennsylvania, 1972

Medical-Surgical Nursing

LORETTA A. VERDISCO  Assistant Professor of Clinical Nursing; Chairperson, Division of Medical-Surgical Nursing
B.S., Columbia, 1958; M.A., 1964; Graduate, Department of Nursing, Faculty of Medicine, 1958
## Officers of Instruction

### Maternal Child Health Nursing

**Maternity Nursing**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution and Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAROLINE E. HOWELL</td>
<td>Instructor in Clinical Nursing</td>
<td>B.S., St. Francis (New York), 1976; M.A., Columbia, 1980; Graduate, New Amsterdam Hospital School of Nursing, Guyana, S.A., 1964</td>
</tr>
<tr>
<td>CLAUDIA B. LA TOUCHIE</td>
<td>Instructor in Clinical Nursing</td>
<td>B.S., St. Joseph's, 1976; M.P.H., Columbia, 1978; Graduate, School of Nursing of Grenada, W.I., 1968</td>
</tr>
<tr>
<td>KATHLEEN STODDART</td>
<td>Instructor in Nursing</td>
<td>B.S., Columbia, 1974; M.S.N., Pennsylvania, 1979</td>
</tr>
</tbody>
</table>

### Maternal-Child Nursing

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution and Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUNICE C. MESSLER</td>
<td>Associate Clinical Professor of Nursing; Chairperson—Division of Maternal-Child Nursing</td>
<td>M.N., Western Reserve, 1956; M.A., Columbia, 1963; Ed.D., 1974; Graduate, Frances Payne Bolton School of Nursing, 1956</td>
</tr>
<tr>
<td>MARJORIE A. BREDICE</td>
<td>Assistant Professor of Nursing</td>
<td>B.S., Columbia, 1960; M.S., Boston, 1965; Graduate, White Plains Hospital School of Nursing, 1954</td>
</tr>
<tr>
<td>JEANETTE H. COLEMAN</td>
<td>Assistant Professor of Nursing</td>
<td>B.S., Cornell, 1963; M.Ed., 1974; Graduate, Englewood Hospital School of Nursing, 1953</td>
</tr>
<tr>
<td>BARBARA J. DECKER</td>
<td>Assistant Professor of Nursing</td>
<td>B.S., Columbia, 1960; M.A., 1973; C.N.M., Downstate Medical Center, 1975; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1960</td>
</tr>
<tr>
<td>KATHLEEN A. KAPLAN</td>
<td>Associate in Nursing</td>
<td>B.S., Cornell, 1970; M.S., Yale, 1976</td>
</tr>
<tr>
<td>NANCY W. KULB</td>
<td>Associate in Nursing</td>
<td>B.S.N., Florida State, 1973; M.S., Columbia, 1975</td>
</tr>
<tr>
<td>RONNIE S. LICHTMAN</td>
<td>Associate in Nursing</td>
<td>A.A.S., Bronx Community College, 1974; B.S., Hunter, 1976; M.S., Columbia, 1977</td>
</tr>
<tr>
<td>SISTER M. ROSE CARMEL SCALONE</td>
<td>Associate in Nursing</td>
<td>B.S., Misericordia, 1965; B.S., Cornell, 1973; M.P.H., Johns Hopkins, 1977; Graduate, Cornell University—New York Hospital School of Nursing, 1973</td>
</tr>
<tr>
<td>LOUISE A. WARRICK</td>
<td>Associate in Nursing</td>
<td>B.S., Pittsburgh, 1963; M.S., California (San Francisco), 1968</td>
</tr>
<tr>
<td>DORIS BARKER</td>
<td>Instructor in Clinical Nursing</td>
<td>B.A., Jersey City State, 1957; M.S., Columbia, 1968; Graduate, Metropolitan Hospital School of Nursing, 1958</td>
</tr>
</tbody>
</table>

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*Certified Registered Nurse Anesthetist
†Certified Adult Nurse Practitioner
‡Certified Gerontological Nurse Practitioner
LINDA K. BAXTER.* Instructor in Clinical Nursing  
B.S.N., Cornell, 1970; M.S.N., Columbia, 1973; Graduate, New York Hospital, 1970

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

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

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B.A., Manhattanville, 1971; B.S.N., Columbia, 1973; M.S., 1975

NANCY DEVORE.* Instructor in Clinical Nursing  
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FERN JAFFE.* Instructor in Clinical Nursing  
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SUSAN E. RITTER.* Instructor in Clinical Nursing  
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SHARON A. ROBINSON.* Instructor in Clinical Nursing  
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ANNE STEIN.* Instructor in Clinical Nursing  
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SANDRA A. WOODS.* Instructor in Clinical Nursing  
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Pediatric Nursing

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

*Certified Nurse-Midwife

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

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SARAH S. COOK. Associate in Clinical Nursing  

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  
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SUSAN C. BLUMENTHAL. Instructor in Clinical Nursing  
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CAROL S. BROWN. Instructor in Clinical Nursing  
B.S., Columbia, 1971; M.S., 1980; Graduate, Department of Nursing, Faculty of Medicine, 1971

MARY P. CADOGAN. Instructor in Clinical Nursing  
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CARLETHER G. ROBINSON. Instructor in Clinical Nursing  
B.S., State University of New York (Stony Brook), 1977; M.S., Columbia, 1980

Psychiatric-Mental Health Nursing

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

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*Certified Pediatric Nurse Practitioner
OFFICERS OF INSTRUCTION

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B.A., Wheaton College, 1962; B.S., Columbia, 1964; M.S., Boston, 1967; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1964

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

PAULA GOLDBLATT. Instructor in Nursing
B.A., Skidmore, 1969; B.S., Columbia, 1971; M.A., New York University, 1975; Graduate, Department of Nursing, Faculty of Medicine, 1971

Community Health Nursing

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

LUCIE S. KELLY. Professor of Nursing in Public Health
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JEANNE BROSSART. Assistant Professor of Nursing
B.A., Mt. Holyoke, 1956; M.Ed., Columbia, 1966; Ed.D., 1973; Graduate, Hartford Hospital School of Nursing, 1958

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

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

MURIEL F. KNEESHAW. Assistant Professor of Nursing
B.S.N., Western Ontario, 1966; M.Ed., Columbia, 1971; Ed.D., 1981; Graduate, Atkinson School of Nursing—Toronto Western Hospital, 1960

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

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*Certified Child Psychiatric Nurse Specialist
†Certified Psychiatric Nurse Specialist
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HARLOW D. DUNTON, M.D.  Professor of Clinical Psychiatry
SIDNEY MALITZ, M.D.  Professor of Clinical Psychiatry; Acting Chairman, Department of Psychiatry
IVAN GOLDBERG, M.D.  Associate in Clinical Psychiatry

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

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W. HENRY S. SEBRELL, JR., M.D.  Special Lecturer in Public Health Nutrition
GLORIA L. A. DAMMANN.  Special Lecturer in Public Health Nursing

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GEORGE SUSKO, B.A.  Associate Registrar of the University
ROSEMARY L. ASH, M.A.  Director of Student and Alumni Affairs
ELIN B. OZDEMIR, M.A.  Director of Admissions
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Associate Director: Nursing Administration: Dorothy O'Sullivan
Associate Director: Division of Education: Catherine Boyer
Associate Directors of Nursing Service: Margaret Harrington, Jane F. McConville, Dorothy O'Sullivan, Ruth A. Rayner

St. Luke's-Roosevelt Hospital Center
Vice President for Nursing: Lenore Appenzeller
Associate Vice Presidents for Nursing: Irene McEachen, St. Luke's site; Helen Van Shea, Roosevelt site
Director of Education: Geraldine Allerman

New York State Psychiatric Institute
Director of Nursing (Acting): Grace De Vierno

Harlem Hospital Center
Director of Nursing: Margaret Rookard

Visiting Nurse Service of New York, Inc.
Executive Director: Anne-Marie Thom
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 seven 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 a graduate program to prepare clinical nursing specialists. At present, specialist preparation is offered in eight clinical majors.

Two of the three 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 1959 the administration and faculty 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 Committee 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 after 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 although program changes have taken place and the School no longer admits 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 who wish to deepen and broaden their knowledge through general college work and nursing on the junior college level. The graduate program affords nurses the opportunity to increase their knowledge and skills in special health care fields.

The School offers the following programs of study:

- an undergraduate program, which leads to the baccalaureate;
- a graduate program that leads to the M.S. degree; clinical specialization is possible in acute care of adults and children, adult primary care, gerontology, nurse anesthesia, nurse-midwifery, pediatric primary care, pediatric pulmonary care, perinatal, and psychiatric—community mental health: adult and child.
- 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 charge 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 program advances nursing competence by extending and deepening knowledge and practice within a specific clinical specialty.

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 adults at Columbia University. 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 Lewishon 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 Woman’s Hospital 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 Faculty 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 Broadway 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 Medical Center consists of the foregoing units and the New York State Psychiatric Institute 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 Wellman 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 335,000 volumes of books and journals, some five thousand pamphlets, and about two thousand slides 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 audiovisual 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 Office for Civil Rights, 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.
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**  
(As of August 1980, Freshmen no longer admitted)

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 were 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 Hospital and St. Luke's-Roosevelt Hospital Center. Appropriate community agencies also afford an opportunity for valuable experience throughout the program.

Required courses in the liberal arts included biology, chemistry, psychology, sociology, and English. In addition, ten liberal arts courses (approximately 30 points) may have been taken as electives.

The nursing major is built on the health model, beginning with wellness and carrying through illness to maintenance and rehabilitation. Specifically, the focus in the first and second years of the program is on health with emphasis on promotion of health and prevention of illness. In the third year, study centers on interruptions in health, emphasizing the care, cure, restoration, and rehabilitation required by episodes of illness. In the fourth year there is concentration on a synthesis and professionalization of nursing practice.

For a summary of the four-year baccalaureate program see “For Students Entering as Freshmen,” under Summary of the Programs.

**Program for Junior Transfer, Graduate Nurses, and College Graduate Students**

The program of study, leading to the Bachelor of Science degree, continues instruction in the biological, physical, and behavioral sciences; theory and supervised experiences are related to health promotion and illness prevention as well as to the care of the sick and the restoration of their optimal health. Experience with clients/patients begins early in the first term.

The senior year provides opportunities for independent study and concentration on a particular dimension of practice elected by the student. Self-directed study is given major emphasis in order to assist the student in determining resources and in establishing a pattern for the continued learning that is demanded by the rapidly changing health care scene.

Students complete the program in two academic years. (They are designated “juniors” in their first year and “seniors” in their second year.) Courses are listed under the baccalaureate Courses of Instruction. Programs and course sequences are designed to accord with students’ prior education and experience. Graduate nurses are admitted and their programs are individually designed in accordance with their previous education (see Admission to the Baccalaureate Program—Graduate Nurses).

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 as an entering class only in September. A limited number of students may be admitted in January. 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>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology*</td>
<td>6-8</td>
</tr>
<tr>
<td>Chemistry*</td>
<td>6</td>
</tr>
<tr>
<td>English (one composition course)</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Sociology*</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-40</td>
</tr>
</tbody>
</table>

Credit for one year of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course and (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

Course requirements are the same as those listed above for junior transfers and college graduates. Because credit by examination will provide the opportunity to complete some electives concurrently, graduate nurses may be admitted as junior transfers after completing 45 points of liberal arts, including all the prerequisite courses.

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.

*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.
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.

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 tuition.

Incomplete 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.

Applications Deadlines

Applications for admission should be filed as early as possible for appropriate counseling. Applicants seeking early acceptance on December 1 must have submitted all required materials by November 15. Those who submit late applications in the spring will be considered only 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 begin to announce decisions on December 1, and thereafter, on a monthly basis until the enrollment becomes complete. At the time of acceptance, each applicant will be asked to confirm enrollment with a nonrefundable $100 deposit, which will be applied toward program costs.

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 Program, 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. 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.**

**Professor Batt.**

Prerequisite: one year of college biology and of chemistry.

The course is designed for students in the School of Nursing. An autotutorial course in the anatomy and physiology of the normal human body. The relationship of structure and function to homeostasis. Material covered from the molecular to the systemic level.

**Nursing M2101y-M2102x. Deviations from health, I and II.**

**Ms. Fernandez.**

Prerequisite: Health Professions M4108.

Either term may be taken separately.

Intensive study of pathological interruptions that can occur in any biological system and the biobehavioral reactions to such interruptions.

### Behavioral Sciences

**Health Professions M4220x. Normal human growth and development.**

**Ms. Cook and staff.**

Individual development from conception to death, with exploration of the context of each life stage, its opportunities, problems, and emotions. Attention to the interaction 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.**

**Professor Coleman and staff.**

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.

**Nursing M2010x. Health promotion.**

**Professor Kneeshaw.**

The nurse's role in the promotion of health and the prevention of disease among infants, children, adolescents, and adults. Emphasis on the activities that individuals may use to promote healthy lifestyles, preventive services delivered by health providers, and the role of the government and other agencies in protecting people from harm. Major risk factors for each specific age group explored.

### Nursing

**Nursing M2016x. The nurse and the health-care delivery system.**

**Professor Panwar.**

Provides the learner with beginning knowledge of the complexity of the health-care delivery system, and the roles of nurses in the complex system. Intended to assist in the socialization of the learner to the nursing profession.

**Nursing M2001y-M2002x. Determinants of nursing care, I and II.**

**Ms. Russo.**

The aspects of nursing and health care that relate to the individual across the life-span and of different cultures. Both terms focus on the concepts of stress viewed from acute and ongoing situations and on how these concepts affect the body systems. The nursing process is the framework used to provide nursing care. A teaching team from each area provides an integrated approach to nursing content.

**Nursing M2901y-M2902x. Clinical experience, I and II.**

**Professor Brossart and staff.**

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.**

**The staff.**

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 M3054x. Management of patient care.**

**Professor Bredice.**

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 M3004x. Issues in professional nursing.**

**Professor Carter and staff.**

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 M3020y. Introduction to research in nursing.**

**The staff.**

Principles of research methodology as applied to nursing. Focuses on identification of areas or problems in the practice setting that are suitable for research.

**Nursing M2904y. Clinical experience, III.**

**Professor Lisanti.**

Final clinical course in program. Builds on previously acquired knowledge and provides opportunity for synthesis of knowledge and skills necessary to function as a beginning professional nurse.

**Nursing M3901x-M3902x. Advanced nursing practice, I and II.**

**Ms. Megel.**

The course provides practice experience in an area of concentration over an extended period of time. Faculty, nurses 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.
Summary of the Programs

For Students Entering as Freshmen

Freshman Year

Autumn and Spring Terms

<table>
<thead>
<tr>
<th>Course</th>
<th>Points per term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4-5</td>
</tr>
<tr>
<td>English (one term)</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Nursing: Community health, I and II*</td>
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Sophomore Year

Autumn and Spring Terms

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Chemistry</td>
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<tr>
<td>Psychology (one term)</td>
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<tr>
<td>Elective</td>
<td>3-4</td>
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<tr>
<td>Health professions: Human growth and development (one term)</td>
<td>3</td>
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<tr>
<td>Health professions: Anatomy and physiology (one term)</td>
<td>4</td>
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<tr>
<td>Nursing: Family health, I and II*</td>
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Junior Year

Autumn and Spring Terms

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<tr>
<td>Elective</td>
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<tr>
<td>Nursing: Deviations from health, I and II</td>
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<tr>
<td>Nursing: Determinants of nursing care, I and II</td>
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<td>Nursing: Clinical experience, I and II</td>
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Senior Year

Autumn and Spring Terms

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<tr>
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<tr>
<td>Elective</td>
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<tr>
<td>Nursing: Management of patient care (one term)</td>
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<td>Nursing: Advanced nursing practice, I and II</td>
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<tr>
<td>Nursing: Issues in professional nursing (one term)</td>
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<tr>
<td>Nursing: Introduction to research in nursing (one term)</td>
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For Students Entering as Juniors

Junior Year

Autumn Term

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Foundations of nursing practice</td>
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<tr>
<td>Anatomy and physiology</td>
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<td>Health promotion</td>
<td>3</td>
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<td>Human growth and development</td>
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<td>Nurse in health-care delivery system</td>
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Spring Term

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<th>Course</th>
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<tr>
<td>Determinants of nursing care, I</td>
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<tr>
<td>Clinical experience, I</td>
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<tr>
<td>Introduction to physical assessment</td>
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Senior Year

Autumn Term

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<tr>
<th>Course</th>
<th>Points per term</th>
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<td>3</td>
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<td>Clinical experience, II</td>
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<tr>
<td>Issues in professional nursing</td>
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Spring Term

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<th>Course</th>
<th>Points per term</th>
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<tr>
<td>Management of patient care</td>
<td>4</td>
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<tr>
<td>Introduction to research in nursing</td>
<td>3</td>
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<tr>
<td>Clinical experience, III</td>
<td>6</td>
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<tr>
<td>Elective</td>
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Master's Program in Clinical Nursing

The Graduate Program
Admission
Program of Study
Courses of Instruction
The Graduate Program

The graduate program leading to the Master of Science degree prepares qualified nurses to function as specialists in several clinical major areas.
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 educational, administrative, and research roles inherent in functioning as the clinical specialist or teacher-practitioner.

The graduate program in the School of Nursing requires a minimum of 60 points and offers clinical majors in acute care (adult and child), adult (ambulatory), gerontology, nurse anesthesia, nurse-midwifery, pediatric primary care (ambulatory), perinatal care, and psychiatric community mental health (adult, child, and geriatric).

Purpose of the Graduate Program

The primary purpose of the graduate program is to prepare clinical nurse specialists.

Common objectives have been developed for all clinical majors 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 Program

Requirements for Graduate Study

Applicants for the graduate program 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 statistics acceptable for graduate study. Undergraduate courses in general chemistry (which includes organic chemistry) and biology (which includes biochemistry) or the equivalent are required for the nurse anesthesia major.
5. Have completed a course in basic physical assessment skills.
6. Achieve a satisfactory score on the Miller Analogies Test or the Graduate Record 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.

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

Application is made on a form supplied by the Office of Admissions, and must be accompanied by a copy of the license to practice nursing in the United States. An application fee of $25 made payable to Columbia University is required. The fee is not refundable. Applications for the graduate program should be filed as early as possible. Late applications will be considered only if openings remain available. The faculty plan to begin interviewing applicants in January. The Graduate Admissions committee will announce decisions following the completion of applicant interviews. At the time of acceptance, each applicant will be asked to confirm enrollment with a nonrefundable $100 deposit to be applied toward program costs.

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 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.

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.
Program of Study

Overview
The master's degree program requires a minimum of four terms and 60 points. Students are admitted to an area of concentration of their choice. All students are required to take core courses that are basic to all nursing practice. These include two research courses, theoretical basis for nursing practice, nursing issues, and development of the individual and/or family. In addition, students select an area of functional development in education, administration, or research.

Core requirements
- Clinical major 14-15 points
- Functional minor 25-35 points
- Electives 8-9 points
- Electives variable, depending on major

Students may explore the many offerings of the University and select courses given at other divisions such as the School of Public Health, Teachers College, and the Graduate School of Arts and Sciences.

Acute Care Nursing Major
Adult/Child

Purpose and Objectives
This major prepares clinical specialists in acute care nursing of the adult or child. The graduate of the major will be prepared to assume leadership roles as: (1) care provider to patients and their families, guide for other nursing personnel, coordinator of patient care activities and liaison with other professionals, and initiator of and participant in clinical nursing research; (2) resource to health team members, families, and other lay persons; and (3) active participant in groups that focus on improving the quality and cost effectiveness of acute patient care.

Preparation for these roles focuses on the development of expertise in history taking, physical assessment, utilization of laboratory and other diagnostic data, decision making, and planning and managing care for groups of patients. Counseling, teaching, and evaluation, collaborating with other disciplines, consulting, and research are also stressed. While illness and hospitalization are specific situations in which the clinical specialist in acute care nursing is most actively involved, the nurse remains cognizant of the preventive and maintenance aspects of health care and provides intervention in these areas.

In addition to the common objectives of the graduate program, the graduate of the acute care major will be able to:
1. provide direct patient care to adults and/or children in acute care settings
2. guide the practice of other nursing personnel who provide care to acutely ill patients
3. coordinate patient care activities and provide liaison services with other professionals
4. participate as a resource person to other health team members and lay persons in communities
5. identify relevant clinical nursing problems and initiate and participate in research on these problems
6. participate actively in regional and national organizations whose purposes relate to improving the quality and decreasing the cost of care given to patients in acute care settings

Course of Study
The major provides two tracks, adult and child, with parallel courses. Theory and clinical experiences are concurrent and progress from increasing assessment skills, to care of individuals and families in general medical-surgical units, and then in critical care settings. In the last term the opportunity exists for further specialization by clinical problems, e.g., cardiovascular, pulmonary, oncology, and/or by age groups, e.g., toddlers, adolescents, young adults, and elderly adults. Such clinical specialization and subspecialization prepares nurses in acute care settings who are counterparts of nurse practitioners in ambulatory care. In addition, the student selects a functional area of education, administration, or research that includes a practicum.

Adult Nurse Practitioner Major

Purpose and Objectives
The major 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 major 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.

Gerontology Major

Purpose and Objectives
This major 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 major prepares the student to be a health-care provider in ambulatory care and 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 major prepares the student as a clinical specialist and resource person in the field of aging.
In addition to the common objectives for the graduate program, the graduate will be able to:

1. synthesize knowledge from physical, biological, and behavioral sciences to make nursing and medically delegated judgments for nurse anesthesia care

2. assess and evaluate the health status of individuals in order to determine and maintain optimal level of anesthesia and delegated medical care

3. administer a physiologically sound anesthetic within the confines of the operative, diagnostic, and therapeutic situations after evaluation of the patient's physical status and surgical needs

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 or stress

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

**Course of Study**

The major, 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 advanced science courses with emphasis on clinical correlation. The primary integration of didactic and clinical components is achieved during the twelve-week summer session.

In the autumn term of the second year the courses focus on advanced nurse anesthesia practice both didactic and clinical, followed by an eight-month nurse anesthesia residency component.

The major is designed to provide the student with continuous opportunity to relate and integrate theoretical knowledge with clinical practice by assuming, under tutorial guidance, increasing responsibility for complete nurse anesthesia care. This application of theoretical knowledge to the realities of clinical practice is a dynamic process which enhances and enriches learning as well as preparing the graduate to function effectively and competently in the profession. The sequential design permits the student to acquire the skills necessary to move along this continuum. Clinical experiences are provided at St. Luke's-Roosevelt Hospital Center, Presbyterian Hospital, and other centers. The students acquire a rich clinical experience to include cardiac and neurosurgical anesthesia.

**Pediatric Nursing (Ambulatory Care) Major**

**Purpose and Objectives**

The major is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to infants, children, and adolescents in a variety of community settings: hospitals, offices, schools, homes, day-care programs, and chronic care facilities.

The major prepares the student to be a health care provider: to assess the physical, emotional, and developmental status of the child; to analyze the health behavior of the family related to culture, life styles, and family interactions; to restore or improve health; and to critically evaluate the effectiveness of nursing practice.

The purpose 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 active participant in decision making with patients and family, with members of the health-care team, and with community planners. The required core courses and the major prepare the nurse 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 concentration in teaching, administration, or research. In addition to the common objectives the graduate will:

1. assess and evaluate the health status of children and their families

2. assume accountability for therapeutic intervention with individuals, groups, or families within the pediatric setting
3. initiate, participate in, and utilize research findings in pediatric ambulatory settings
4. utilize knowledge of historical and current issues that influence the profession and the delivery of health care to children.

Course of Study

The major follows a developmental framework. 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, such as 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.

Perinatal Nursing Major

Purpose and Objectives

This major prepares a clinical nurse specialist in perinatal care. The graduate will be prepared to improve and maintain quality nursing care in a variety of perinatal settings with the responsibility 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 major 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.

Course of Study

The major follows a developmental framework. 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: pediatric pulmonary care, adolescence, 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 major satisfies the educational criteria for Pediatric Nurse Practitioner certification.

Psychiatric-Community Mental Health Nursing Major

Adult/Child

Purpose and Objectives

The major 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 the graduate program, 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 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.

Course of Study

The major provides two tracks, adult and child, each requiring a minimum of 60 points.

The major includes courses both in developmental theory and in advanced psychiatric and community mental health nursing theory and practice. 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 M6020x and y. Research, I. 3 pts
Professors Earle, Jamann, and Grau.
Introduction to principles and techniques of behavioral science research in nursing; problem recognition and conceptualization, design, sampling, data collection, processing, and analysis. Modules and seminars. Development of problem area for clinical research. Consideration of nursing theories for theoretical frameworks.

Nursing M6030x and y. Research, II. 3 pts
Professors Earle, Jamann, and Grau.
Prerequisite: Nursing M6020 or its equivalent. Presentation of students' proposals, critical analysis and development of research design for project or thesis.

Nursing M6031x, y, and s. Research, III 2 to 6 pts
Professor Messler and staff.
Prerequisite: Nursing M6030. Designed for the student who will be developing a thesis. Refinement of data collection tools, data collection and analysis.

Nursing M6041x and y. Theoretical basis of nursing practice. 3 pts
Professors Dreher, Lennon, and Ms. Allbritten.
Designed to facilitate analysis and synthesis of relevant theories as bases for implementation of nursing practice. Communication, role development, and health-care management explored from the viewpoint of selected conceptual frameworks. The nature of theories, models concepts, and the science of nursing examined in a seminar format.

Nursing M6010x and y. Life cycle concepts. 3 pts
Professor Kneeshaw and staff.
Designed to acquaint the student with significant concepts related to the human life cycle as it relates to adulthood and the process of aging. Emphasis on the social systems approach to life process, integrating the cognitive, physiological, physical, emotional, cultural, social, and spiritual factors that influence the individual. Using theory, the complexities of human behavior that influence wellness and the practice of positive health behaviors are explored.

Nursing M8020x, y, and s. Clinical teaching practicum in health care. 2 to 6 pts
Exploration of teaching of health care within the framework of higher education, continuing education and/or staff development. Emphasis on the role of the teacher and learner in a variety of health-care settings. The student is responsible for designing and carrying out the objectives for the teaching practicum. Faculty preceptors are assigned by the department to provide guidance and supervision during the experience.

Nursing M8030x, y, and s. 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.

Acute Care Nursing Major

Common Courses

Nursing M6830x. Acute care concepts. 2 or 3 pts
Professor Mahoney and staff.
A systematic introduction to acute care nursing through focus on concepts that apply to all age groups, from infants to the elderly. Collection of expanded data base through observation, history taking, laboratory and diagnostic data. Lecture, case presentations.

Nursing M8880. Individualized study in acute care. 6 pts
(Not given in 1981-1982)
Intensive study and clinical experience in an area of concentration, with the guidance of a preceptor. Proposed work must be outlined prior to registration. Project record required.

Adult

Nursing M8830y. Acute care of the adult, I. 3 pts
Professor Mahoney and staff.
Prerequisite: Nursing M6830X. Expansion of theory base and integration of acute care concepts for adults hospitalized with medical-surgical problems that require extended care. The need to work with families and community agencies is stressed.

Nursing M8832y. Practicum in acute care of the adult, I. 3 pts
Emphasis on nursing assessment, diagnosis, care planning, and evaluation in hospital and postdischarge settings. Practice setting include hospital units, clinics, private practices, and Visiting Nurse Service.

Nursing M8831. Acute care of the adult, II. 3 pts
(Not given in 1981-1982).
Prerequisite: Nursing M8830y. Acute care of the adult, II.
Expansions of theory base and integration of acute care concepts for adults hospitalized with medical-surgical problems that require extended care. The need to work with families and community agencies is stressed.

Nursing M8833. Practicum in acute care of the adult, II. 3 pts
(Not given in 1981-1982).
Clinical focus is on rapid and accurate application of the nursing process to adults in more life-threatening situations; projection and followup of patients and families' future needs; analysis of dynamics and effects of heightened physical and psychological stress. Lectures, modules, seminars. Practice setting include intensive care units, emergency rooms, operating rooms, and recovery rooms.

Child

Nursing M8840y. Acute care of the child, I. 3 pts
The staff.
Prerequisite: Nursing M6830X. Expansion of theory base and integration of acute care concepts for children hospitalized with medical-surgical problems that require extended care. The need to work with families and community agencies is stressed.

Nursing M8842y. Practicum in acute care of the child, I. 3 pts
Emphasis on nursing assessment, diagnosis, care planning, and evaluation in hospital and postdischarge settings. Practice setting include hospital units, clinics, private practices, and Visiting Nurse Service.
Adult Nurse Practitioner Major

Nursing M6720x. Health maintenance of the adult. 3 pts
Ms. Namaroff.

To be taken concurrently with 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. 3 pts
Ms. Namaroff and Dr. Park.

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 M6120x. Pathophysiology—general. 2 pts
Members of the Department of Medicine.

The course is taught by leading phsicians 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. 2 pts

This course is required for students in the Adult and Gerontology Primary Care programs. The pathogenesis of common conditions affecting adults is presented and serves as a basis for clinical management.

Nursing M6730y. Diagnosis and management of common health problems. 3 pts
Ms. Namaroff and staff.

Prerequisite: Nursing M6720x, M6120x. Prerequisite or Concurrent: Nursing M6121x. Utilizing a systems approach, frequently occurring episodic and chronic health problems manifest in adult care are studied. Emphasis is placed on the appropriate data base and management plan for provision of care by nurse practitioners.

Nursing M8770x-M8771y. Diagnosis and management of illness in adults, I and II 3 pts
Ms. Mellett and staff.

Utilizing a systems approach, the diagnost and management of health conditions manifest in adult primary care are studied. The course and management of clinical problems are emphasized as well as the care provided by nurse practitioners.

Nursing M8772x-M8773x. Practicum in adult primary care, I and II. 1 to 3 pts
Ms. Namaroff and Mellett.

To be taken concurrently with Nursing M6730y and M8770x.

Clinical field experience provides opportunity for students to acquire skills in assessment, decision making, and management of care for adults with a variety of episodic and long-term health problems. Clinical settings include ambulatory care facilities, community health centers, diagnostic and screening centers, home care programs, and extended care facilities.

Gerontology Major

Nursing M6770x. Health maintenance of the elderly. 3 pts
Ms. Quinlan.

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 theory and concurrent nursing practice is focused on primary health care of the essentially old adult. Health education and anticipatory guidance are stressed. Emphasis is placed upon the normal aging process and upon the coping mechanisms of the older person under physiological stress. Nursing interventions to increase the probability of successful aging are studied.

Nursing M6750y-M6751x. Nursing seminar in gerontology, I and II. 1 pt
Ms. Quinlan.

These courses are taken concurrently with Nursing M6730y and M8770x.

Focuses on the application of theory and clinical content in the care of the elderly.

Nursing M6780x. Health problems of the aged. 3 pts
Ms. Quinlan.

The various health problems of the aged, specifically in neurologic and psychologic areas. Discussion of current innovations necessary for the gerontological clinical specialist.

Nursing M8780x and y. Individualized study in gerontology. 2 to 8 pts
Ms. Quinlan.

Selection of a specific area of interest within the gerontology specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report is required.

Maternity Nursing NURSE MIDWIFERY MAJOR

Nursing M6462x, y, and z. Health assessment of adult female. 3 pts
Ms. Buchbinder and staff.

Evaluation and remediation of physical assessment skills. In-depth anatomy and physiology of the reproductive system with application to complete physical and pelvic assessment of the adult female. Includes components of communication theory as applied to complete history taking, interpretation of laboratory values, and human sexuality. Seminars, laboratory, and clinical practice.

Nursing M8472x, y, and z. Antepartum normal. 5 pts
Sr. Rose Carmel and staff.

Prerequisite: Nursing M6462 and M6220.

The physiological, social, and emotional components of antepartum care. Embryology and fetology, genetics, communication theory, principles of preparation of families for childbirth, and community aspects of maternal, newborn, and family health services. Practice includes nurse-midwifery management of the care of the normal antepartum woman. Seminars and clinical practice.
Nursing M8473x, y, and s. 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 the care of the intrapartum and early postpartum patient, review of labor support and physical needs, theory of neonatal adaptation of extraterrestrial life, resuscitation, and management of normal labor, delivery, and immediate postpartum care of mother and newborn.

Nursing M8474x, y, and s. Well Woman Gynecology.

Ms. Robinson and staff. 3 pts

Prerequisite: Nursing M6462 and M6220.


Nursing M6465x, y, and s. Neonatology.

The staff. 2 pts

Prerequisite: Nursing M6462, M8472, M8473, M8474, and M8475.


Nursing M6464x, y, and s. Parent education.

Ms. Lichtman. 2 or 4 pts

Prerequisite: Nursing M6462 and M8472.

Principles of teaching and learning applied to preparation for childbearing. Development of parent classes and supervised teaching experiences included.

Nursing M8475x, y, and s. Clinical practicum in nurse-midwifery.

5 pts

The staff.

Prerequisite: all other clinical major courses except Nursing M6466 and M6464.

In-depth 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 s. Nursing management of high-risk pregnancies.

Professor Decker and Sr. Rose Carmel. 3 pts

Prerequisite: Nursing M6462, M8472.

To be taken concurrently with Nursing M8472 or M8473.

Toxicologic 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 M6470x, y, and s. Guided study in maternity nursing.

Dr. Messler and staff. 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 faculty preceptor.

Nursing M8490x, y, and s. Independent study in maternity nursing.

Professor Decker and staff. 1 to 6 pts

Prerequisite: the instructor’s permission.

Selection of area of theory in maternity nursing for in-depth study with guidance by faculty preceptor.

Nursing M8495x, y, and s. Clinical preceptorship in nurse-midwifery.

Professor Decker and staff. 2 to 6 pts

Prerequisite: Nursing M6220, M6462, M8472, M8473, M8474, and M8475.

Selection of 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 Major

Nursing M6124x. Cardiovascular physiology and pathophysiology. 3 pts

Dr. Harvey-Friend.

Advanced study of cardiovascular-physiology and pathophysiology including cardiopulmonary physiology of shock, invasive hemodynamic cardiovascular monitoring, pre-, intra-, and postoperative anesthetic considerations 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 and anesthetics.

Nursing M6125x. Respiratory physiology and pathophysiology. 3 pts

Ms. Duddato.

Functional anatomy and physiology; ventilation, diffusion, and perfusion; ventilation-perfusion relationships and abnormalities; oxygen transport; blood-tissue gas exchange; transport and elimination of CO; analysis of blood gases and pH; regulation of respiration; respiratory physiology in unusual environments; physical diagnosis of pulmonary diseases. Emphasis on considerations related to pre-, intra-, and postoperative anesthetic care.

Nursing M6110x. Pharmacology of anesthetics.

Professor Svozil and staff.

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) inhalation, 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 contraindications for use.

Nursing M6127y. Neuroscience.

Dr. Kevin B. Sanborn.

Reading and weekly lectures related to the anatomy and physiology of the nervous system. Emphasis on the mechanisms of neuronal transmission, the automatic nervous system, the biochemistry of neurotransmitters, control of respiration, and mechanisms of pain.

Nursing M6128y. Endocrine, renal, and unusual diseases.

Dr. Ronald Andree.

Focuses on the physiologic actions of the kidney and endocrine glands emphasizing their function in the maintenance of homeostasis. Analysis of abnormalities and their impact on perioperative management. Other medical entities such as malignant hyperpyrexia, myasthenia gravis, and porphyria are discussed.

Nursing M6862s. Physical and psychological assessment of preoperative patient.

Professor 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 anesthesiology management care plan based on the problem-oriented approach.

Nursing M6870s. Introduction to clinical anesthesia.

Professor Svozil and staff.

Basic methods of anesthesiology administration including techniques, principles, and equipment required. Introduction to applied physics of anesthesiology machines and equipment, noninvasive and invasive monitoring techniques, airway management, physiologic effects of surgical positioning, basic principles of electrical, safety, principles and application of electronic equipment. Lecture modules, audiovisual techniques, and supervised laboratory experiences.

Nursing M8870s-M8871x. Clinical practicum in nurse anesthesia, I and II.

The staff.

7 and 6 pts

Intensive integration of theory and clinical practice for patients undergoing surgical and obstetrical anesthesiology. Emphasis on anesthetic and nurse anesthesiology 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 anesthesiology care plans, case discussion, presentation and seminars,
the student develops logical problem-solving techniques and critical judgment. Mastery to the specific level of competency is required within the specified time framework. Clinical Practicum II: basic anesthesia practice for uncomplicated surgical procedures on patients of Physical Status ASA I and II. Clinical Practicum III: expanded anesthesia practice for more involved surgical procedures on patients of Physical Status ASA III and IV and the pediatric, obstetric, and geriatric 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.

**Nursing M6990y-M69901s. Anesthesia Residency, I and II.** (January through August) 1 pt

**Staff and preceptors.**
Prerequisite: Nursing M6870-M6871.
Intensive integration of theory and clinical practice in anesthesia management of the neonate, pediatric, adult, obstetrical, and geriatric patient; the healthy patient as well as those with multisystem problems or disease states; patients undergoing a variety of surgical and diagnostic procedures, including cardiac and neurological 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 400 hours of actual anesthesia time to meet the requirements of the Council on Accreditation of Educational Programs for Nurse Anesthesia. Clinical practice, teaching rounds, case presentation, and seminars with professional colleagues.

**Nursing M6890y and y. Individualized study in nurse anesthesia.** 1 to 6 pts

**Professor Svozil and staff.**
Selection of a specific area of interest within the specialty of anesthesia, with the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report is required.

**Pediatric Nursing (Ambulatory Care) Major**

**Nursing M6610x. Physical and psychological assessment of the normal child.** 3 pts

**Ms. Allbritten and Professor Jackson.**
Prerequisite: 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 developmental problems, and record findings using the problem-oriented medical record. Lectures, modules, audiovisual presentations, written assignments, and peer review.

**Nursing M6120x. Pathophysiology—general.** 2 pts

**Members of the Department of Medicine.**
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 accumulate the pathophysiology of selected illnesses affecting adults and children.

**Nursing M6122y. Pathophysiology—child.** 2 pts

**Members of the Department of Pediatrics.**
The course is required for students in Pediatric Primary Care. The pathogenesis of common conditions affecting children is presented and serves as a basis for clinical management.

**Nursing M6620x. Health maintenance of the infant and young child.** 2 or 3 pts

**Ms. Allbritten, Professor Jackson, and Dr. B. Beeber.**
Theory focuses on the primary health care of infants and young children. Growth, development, behavior of children, and child-rearing styles are studied. A theoretical approach to counseling, health behavior, and health education is taught in seminars, lectures, and group work. Clinical practice (required for students in pediatric primary care) includes practice in maternity settings, 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. Planned observations and written analysis.

**Nursing M6630y. Health maintenance of school-age children and adolescents.** 2 pts

**Ms. Allbritten, Professor Jackson, and Dr. B. Beeber.**
Prerequisite: the instructor's permission.
The components of health maintenance, counseling, and health teaching as they apply to school-age and adolescents. Students apply the principles of teaching as they plan to teach young people in the classroom and counsel adolescents in small groups.

**Nursing M6632x. Clinical practicum: school-age children and adolescents.** 3 pts

**Ms. Allbritten, Jones, and Professor Jackson.**
Prerequisite: the instructor's permission.
To be taken concurrently with Nursing M6630. Daily conferences and information in various pediatric ambulatory care. Interdisciplinary conferences assist in role clarification and set the state 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 in schools and clinic settings.

**Nursing M6670x. Diagnosis and management of illness in children.** 3 pts

**Ms. Grey and Dr. B. Beeber.**
The course and management of common episodic illnesses. Lecture, seminar, and audiovisual.

**Nursing M6674x. Clinical practicum: diagnosis and management of illness in children.** 3 pts

**Ms. Allbritten and Grey, Professor Jackson, and Dr. B. Beeber.**
Prerequisite: the instructor's permission.
To be taken concurrently with Nursing M6670. 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 continue to select patients for continuity of care and add to their patient population. Clinical settings include ambulatory care clinics and community family centers. Seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M6690y. 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.** 3 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 clients with chronic and/or handicapping conditions both in and out of the hospital. Methods: case studies, seminars.
Nursing M8672x. Assessment and management of children with pulmonary diseases. 3 pts
Ms. S. Blumenthal.

Required for students choosing individualized study of children with respiratory illness. The care of children with respiratory illness with emphasis on respiratory physiology, epidemiology, treatment epidemiology, treatment interventions, and psychosocial implications. An interdisciplinary teaching approach is utilized. Methodologies include lectures, seminars, audiovisuals, and selected clinical experiences.

Perinatal Nursing Major

Nursing M6150x. Maternal-fetal-newborn physiology. 3 pts
Professor Stanek.
The physiology of pregnancy, physiologic development of the fetus, fetal and maternal adaptations during labor, delivery, and immediate postnatal period. Lecture.

Nursing M6651x. Perinatal family assessment, I. 3 or 5 pts
Ms. Warrick.
To be taken currently with or following Nursing M6150.

Focuses on the nursing assessment and management of the childbearing family during the process of normal pregnancy. The biophysical parameters of maternal-fetal-placental assessment are studied as well as the cultural and developmental assessment of parental roles and attachment. Lectures, seminars, written reports.

Clinical portion of 2 points, open only to students in the perinatal nursing major. Includes performing assessments on women and newborns, and providing continuity of care for selected families and patients.

Nursing M6652y. Perinatal family assessment, II. 3 or 4 pts
Prerequisite: Nursing M6651.

Complications in pregnancy and the birth process with emphasis on the high-risk pregnancy as it relates to the childbearing family. The student is expected to apply concepts of psychosocial adaptation and biophysical assessment to the management of care of the high-risk pregnant woman and her family. Lectures, seminars, written reports.

Clinical for additional point open only to students in the perinatal nursing major. Includes implementing role of clinical specialist in clinic and hospital settings.

Nursing M6653x. Perinatal family assessment, III. 3 or 4 pts
Prerequisite: Nursing M6652x or its equivalent.

The nursing assessment and management of the high-risk infant and needs of the family. Includes pathophysiological and psychosocial concepts involved in caring for high-risk infants. Lectures, seminars, conferences.

Clinical for additional point open only to students in the perinatal nursing major. Includes implementing role of specialist in neonatal area as well as providing care to sick neonate.

Nursing M6660x. Perinatal nutrition, I. 2 pts
Professor Winick.

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.

Newborn infant nutrition: 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 M6640x and y. Advanced practice in perinatal nursing. 4 pts
Professor Messler and staff.

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.

Psychiatric-Community Mental Health Nursing Major

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. 2 pts
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.

Nursing M8560x and y. Introduction to family therapy and therapy. 3 pts
Ms. Feldstein.

Prerequisite: the instructor's permission.

An introductory course in family therapy and therapy designed for graduate students whose work can be enriched by an understanding of family systems. The concept of the family as a system, theoretical models upon which to base clinical practice, and seminal ideas in family therapy presented. The course consists of seminars of videotapes, simulations, and a small group experience.

Nursing M8562x and y. Clinical practice and supervision with families. 2 pts
Ms. Feldstein.

Prerequisite or Concurrent: Nursing M8560 and the instructor's permission.

A clinical practice course designed for graduate students who wish to develop their clinical skills in working with families. The course consists of clinical practice with families and clinical supervision by a faculty member.

Nursing M6530x. Developmental basis of therapeutic processes. 3 pts
The staff.

Limited to 20 students.

Concepts of ego psychology and maturational 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 predictable 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 assignment to inure student participation.

Nursing M6582y. Evaluation and intervention in psychiatric illness. 2 pts
Professor Earle, 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.

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 guests, observations of interviews with children, and student presentation of clinical data. Health assessment interviews required.

Nursing M6520y. 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 outpatient 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. 2 pts
Dr. Dunton and staff.
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 distressed children, I and II. 2 pts
The staff.
Eclectic study of modalities currently useful in treatment of children. Includes psychotherapies, creative arts, mutual 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 disturbed/distressed children and families in hospital liaison and community mental health. Liaison skills developed within the institutional setting. Treatment with selected children and families, interdisciplinary collaborative, 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.

Suggested Courses

Education

Teachers College TY4002. Basic course in theory of curriculum design. 3 pts
Professor Huebner.
The nature and design of educational activities.

Teachers College TD4011x and y. Curriculum and instruction in higher education. 3 pts
Trends and issues pertaining to liberal, general, specialized, and professional education. Internal and external influences that affect curriculum decision-making and their implications for the organization and administration of colleges and universities.

Teachers College TN4032. Teaching in nursing. 3 pts
Prerequisite: TN4031.
Development and practice of teaching strategies. Application of teaching models to a variety of educational environments in nursing, including classroom and laboratory.

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 TN4031. Curriculum and teaching in nursing education. 3 pts
Prerequisite: TD4011.
Fundamental principles of curriculum development as they apply to nursing education. Development of instructional plans and materials, teaching methodology, and evaluation of student progress. Two lecture hours and one additional hour of ground work.

Teachers College TN4034y. 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 TN5530. Seminar in staff development. 3 pts
Experience in organizing a theoretical in-service or continuing education program. Opportunity to practice designated staff development roles in fictitious settings.
Research

Public Health P6120. Computer fundamentals and programming. 4 pts
3 lecture and 2 laboratory hours a week.
Prerequisite: the instructor’s permission.
Computer organization, available hardware, telecommunications; introduction to Job Control Language, tape and disc management; basic programming, flow charting, PL-1, interactive languages, heuristic algorithms, with computer exercises drawn from statistics and applied mathematical problems in health.

Public Health P6100. Introduction to vital statistics. 1½ pts
2 lecture and 2 laboratory hours a week.
Basic concepts and methods for the collection, tabulation, and presentation of vital statistics data; emphasis on the calculation of rates and ratios for health-related problems.

Public Health P6101. Introduction to the analysis of experimental data. 1½ pts
2 lecture and 2 laboratory hours a week.
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.

Public Health P6110. Statistical and computer methods in health data. 3 pts
3 lecture hours a week.
Uses of the computer in cleaning, summarizing, and cross-classifying data. Expansion of the material covered in Public Health P6101—regression, correlation, and contingency table analysis of variance—with data analysis carried out using standard statistical packages.

TX4020. Statistical methods. 4 pts
Prerequisite: passing score on arithmetic and elementary algebra examination and instructor’s permission.
Laboratory fee: $10.
Descriptive statistics and introduction to probability, estimation, and hypothesis testing. Laboratory devoted to applications in substantive areas of research.

TX4022. Probability and statistical inference. 4 pts
Prerequisites: passing score on arithmetic and elementary algebra examination and a recent undergraduate course in statistics (or approved concurrent study); each student must pass an examination in descriptive statistics in the second week of the course. Instructor’s permission required.
Laboratory fee: $10.
Elementary probability theory; confidence intervals; normal, chi-square, t and F tests; one- and two-way analysis of variance. Laboratory devoted to applications in substantive areas of research.

Administration

Public Health P6509. Health management techniques. 3 pts
2 lecture hours a week.
Prerequisite: the instructor’s permission.
Provision of concepts and techniques of management, organization, planning, and control; problemsolving situations; and fundamental elements of personnel supervision. Key management techniques taught in a practical manner 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 lecture 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 management. 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 into certain typical and key departments. Field visits.

Public Health P6516. Long-term care planning and administration. 3 pts
2 lecture hours a week.
Prerequisite: the instructor’s permission.
A framework for discussing and analyzing the administrative, regulatory, planning, and policy implications of the current organization of long-term care. Encompasses those models of care required to maintain the chronically ill in the most appropriate settings. Discussion focuses on the extent to which this is possible in the current system. Class participation, student presentations, brief examination, and a paper.

Public Health P6517. Legal aspects of health services administration. 2 pts
3 lecture hours a week.
Prerequisite: the instructor’s permission.
Legal responsibilities and liabilities in relation to consumers and providers of health services. Topics include licensure, malpractice, negligence, and death. A paper is required.

Public Health P6544. Health care financial management, I. 3 pts
3 lecture hours a week.
Prerequisite: the instructor’s permission.
An introduction to the budgetary process, the importance of financial management topics of particular relevance to the administration of health care institutions. Regular class assignments, oral and written participation. Midterm and final examinations.

Public Health P8525. Budgeting in health administration. 3 pts
2 lecture hours a week.
The role of program planning in the budgetary process, the importance of budgeting in allocating financial resources, methods for determining the cost-effectiveness of programs, and political influences in the funding of health programs. Assigned readings, case analyses, and a group budget project consisting of a class presentation and written paper. One written examination.
Registration, Expenses, and Other Information

Registration
Auditing Courses
Regulations
Fees
Requests for Transcripts
Estimated Expenses
Financial Aid
Living Arrangements
Dining Services
Student Health Service
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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 14-18 for the autumn term, and January 28-February 3 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 19, spring-term courses no later than March 25. 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 whose 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, courses of F are included. Students who wish to elect a pass-fail grade must secure written approval from their academic advisors by November 19 in the autumn term and March 25 in the spring term. 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 INC (incomplete) is granted at the discretion of the instructor under special circumstances. The grade of INC will be changed to a letter grade; otherwise, it will remain on a student's transcript even after a letter grade also has been recorded. After a period of one year a student loses the privilege of making up work and receiving a letter grade.

In order to continue in good standing, undergraduate students must maintain a grade average of 2.00 (C) in sequence in order to continue in this program. A grade average of B must be maintained in all other courses.

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 maintain the current 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.
Dean's List

During each academic term, undergraduate students who have earned an average of 3.3 (B+) or higher in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned a B+ average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Assistant Dean.

Academic Discipline

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

Conduct

All members of the University community, its visitors and guests, are governed by the Rules of University Conduct, which apply to all demonstrations, including rallies and picketing, that take place on or at a University facility. It is the student's responsibility to be aware of all provisions, regulations, and procedures contained in the Rules. Copies are available in the Office of the University Senate, 406 Low Memorial Library.

Honor Code

Academic and intellectual integrity are accepted principles in the nursing profession. An honor code, created and administered by the student body, is the formal acknowledgment of this understanding in the School. Each student is expected to abide by it.

Fees

The following fees, prescribed by statute, are subject to change at the discretion of the Trustees.

Beginning with the academic year 1979-1980, University charges such as tuition and fees, residence halls, and board plans may be paid at the student's convenience during the term. The full amount of any charge may be paid when due without penalty, or payment may be made in installments. If partial payments are made, a finance charge of 1½ percent a month is assessed on amounts not paid by the due date shown on the monthly bill. In either event, however, the student is required to sign a Retail Installment Credit Agreement at the time of registration which sets forth the full terms and conditions of payment. All charges must be paid by the end of the term.

If the student does not complete registration during the scheduled registration dates (see Academic Calendar) a pro-rated late fee will be imposed.

Tuition

Undergraduate students:

For all courses, per point $279.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is 3,350.00

Graduate students:

For all courses, per point $293.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is 3,515.00

Health Service Fee and Hospital Insurance Premium

For all full-time students

Health service fee, per year (September 1-August 31)
Single $255.00
Married 510.00
Family 650.00

Hospital insurance premium, per year (September 1-August 31)
Single $188.00
Family 452.00

The student health service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at registration, will be charged the health service fee only. Dependents of students may acquire hospital insurance coverage and are eligible to receive the benefits of the health service program upon payment of additional fees. Students should consult the Office of the Registrar, Room 1-138, Black Building, for further information on dependent coverage.

Application Fees and Late Fees

Application for admission $25.00
Late application, or late renewal of application, for a degree 50.00

Late Registration Fees

<table>
<thead>
<tr>
<th>Full Time</th>
<th>Part Time</th>
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<tr>
<td>During late registration</td>
<td>$50.00</td>
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<tr>
<td>Up to 4 weeks after late registration</td>
<td>100.00</td>
</tr>
<tr>
<td>4 to 8 weeks after late registration</td>
<td>150.00</td>
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<tr>
<td>8 to 12 weeks after late registration</td>
<td>200.00</td>
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<tr>
<td>Beyond 12 weeks after late registration</td>
<td>250.00</td>
</tr>
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Withdrawal and Adjustment of Fees

Any student wishing to withdraw from the University, who is in good academic standing and not subject to discipline, will always be given an honorable discharge. For those under twenty-one years of age, the Assistant Dean must first receive the written consent of their parent or guardian.

Any adjustment of the tuition that the student has paid is reckoned from the date on which the Registrar receives the student's written notification. The health service fee, application fees, late fees, and special fees are not subject to rebate. Up to and including the second Saturday after the first day of classes, tuition will be retained in the following amount:
Estimated Expenses

In addition to the tuition and fees given above the approximate cost for the course is as follows:

<table>
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<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Room on Health Sciences campus</td>
<td>$1,500.00</td>
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<tr>
<td>(two terms)</td>
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<tr>
<td>Board plan (two terms)*</td>
<td>$870.00</td>
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<tr>
<td>Books, per year</td>
<td>$400.00-500.00</td>
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<tr>
<td>Transportation, per term</td>
<td>$50.00-100.00</td>
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<tr>
<td>Uniforms</td>
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<tr>
<td>Men</td>
<td>$75.00</td>
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<tr>
<td>Women</td>
<td>$85.00</td>
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<tr>
<td>Supplemental uniforms†</td>
<td>$30.00</td>
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<tr>
<td>Miscellaneous expenses on entrance</td>
<td></td>
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<tr>
<td>Orientation</td>
<td>$30.00</td>
</tr>
<tr>
<td>Student Association dues, year book, etc.</td>
<td>$20.00</td>
</tr>
<tr>
<td>(undergraduate students)</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous expenses for returning students (autumn term)</td>
<td>$15.00</td>
</tr>
<tr>
<td>Approximate graduation expenses</td>
<td>$150.00</td>
</tr>
</tbody>
</table>

The charges for room and board are not refundable after the first day of classes in each term. The transportation expense listed above is an estimate of charges for public transportation between campus locations and to and from clinical practice sites. Students are responsible for laundry and maintenance of uniforms and costs associated with this.

Financial Aid

Scholarships, loans, employment opportunities, and other sources of financial aid based on need are available to students while enrolled in the School of Nursing at Columbia University. Funds are available through a variety of sources including alumni and friends of the School, foundations, government agencies, civic groups, and voluntary organizations. An annual benefit sponsored by a committee of parents, faculty wives, and friends of the School provides financial aid to several students each year.

The School is particularly concerned that no worthy student who meets its admission requirements be denied a nursing education because of insufficient funds. However, financial aid depends upon a careful evaluation of all the resources available to the students and to the School.

Financial Aid Administered by the School of Nursing

Financial aid for students accepted for admission or enrolled in the School is in the form of scholarships, grants, loans, and part-time employment.

*Fee provides scrip which can be spent as desired in the University dining halls. Meals are available Monday through Friday, excluding holidays and holiday periods. The meal plan is optional.
†Students must also provide a navy-blue or black tailored cloth coat for Community Health clinical experience. The cost of this is not included in this estimate.
Awards are made annually, primarily on the basis of financial need. Students are required to file a renewal application for each year. Scholarships and grants carry no obligation for repayment.

Income from the following endowments provide for several partial scholarships:

- Vivian B. Allen Scholarships
- Margaret E. Conrad Scholarships
- Nellie Alden Franz Scholarships
- Eleanor Lee Scholarships
- Jane McAllister Scholarships
- Barret Montfort Scholarships
- Samuel J. Moritz Scholarships
- Prudential Insurance Company of America Scholarships
- Dean Sage Scholarships
- Mary Sencindiver Specht Scholarships
- Frederick Sturges Jr. Scholarships
- The Teagle Foundation Scholarships
- M. Lynn Williams Scholarships

In addition the School receives annually several gifts from its alumni and organizations expressing an interest in preparation for health care careers. These include:

- Aetna Life and Casualty Company Scholarships
- The Alumnae Association of Columbia University-Presbyterian Hospital School of Nursing, Inc.
- Annual Benefit Scholarship Fund
- Rudin Foundation
- Switzer Foundation
- Woman's Florist Association, Inc.
- Metropolitan Life Scholarship

The Metropolitan Life Foundation has established a grant which provides several large tuition scholarships to be awarded annually. The recipients will be determined on the basis of academic achievement, promise of success in the nursing program, and financial need.

Application Procedures

An applicant for financial aid must apply on the forms supplied by the School of Nursing. An application must be accompanied by the supporting data requested through the College Scholarship Service, a unit of the College Board. Both forms may be obtained from the School of Nursing, Office of Financial Aid. Incomplete applications will not be processed. Applicants should file at the time the admissions application is submitted. Late applications will only be considered for exceptional circumstances and if funds are still available.

Alumnae Association Awards

The Columbia University-Presbyterian Hospital School of Nursing Alumnae Association has two endowment funds for scholarships for advanced study in nursing. All School of Nursing alumnae/alternative are eligible for this assistance. Application should be made to the Alumnae Association.

Department of Health and Human Services

Division of Nursing, Public Health Service
Maternal and Child Health Service
National Institutes of Mental Health

These agencies provide training grants for graduate study in nursing. The stipends provide for full cost of tuition and fees. Applicants must be recommended by the faculty of the School of Nursing. Additional funds for living expenses will be awarded, if available, on the basis of need. Eligibility for federal scholarships requires that the student carry a full academic program, i.e., 12 points.

New York State Regents Scholarships and Grants

The following are available for any student who has been a legal resident of New York State for the preceding year:

- Regents College Scholarships
  Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.
- Regents Scholarship for Basic Professional Education in Nursing
  Available yearly for a maximum of four years; may be applied only to time spent in the School of Nursing.
- Regents Scholarships for Children of Deceased or Disabled Veterans
  Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

Scholar Incentive Program

Awarded to graduate students. Grants depend on need. Eligible students must demonstrate a capacity to pursue a degree or be presently enrolled in college, and must maintain a satisfactory academic record.

Tuition Assistance Plan (TAP)

Grants awarded to undergraduate students. Assistance is based on income, with awards ranging from $200 to $1,800 annually.

Further information and application forms may be obtained from the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, N.Y. 12225.

Department of Education

Pell Grants (formerly BEOG)

This federal program provides grants to eligible first bachelor’s degree students. Awards range in value from $100 to $1,800. Applications may be obtained locally or by writing to P.O. Box 84, Washington, D.C. 20044.
The name of the Basic Educational Opportunity Grants has been changed to Pell Grants in honor of Senator Claiborne Pell, Democrat of Rhode Island, architect of the program.

Loans

State Loans (Federally Guaranteed Loan Program)

Legal residents of the State of New York who are degree candidates are eligible to apply for loans guaranteed by the New York Higher Education Services Corporation. Interest on these loans is not charged while students are enrolled. Interest, charged at the rate of 7 percent for previous borrowers and at 9 percent for first-time borrowers under the program, and repayment of principal begin six months after a student ceases to be registered at least half-time. Eligible students pursuing a B.S. degree may borrow between $2,500 and $3,000 annually, with a maximum cumulative limit of $12,500. Eligible students pursuing a M.S. degree may borrow up to $5,000 annually with a maximum cumulative limit of $25,000 for graduate education.

Residents of other states may participate in similar loan plans administered through their state’s higher education assistance agency.

Applications and further information may be obtained through local banks.

Nursing Loans

Under the Nurse Training Act of 1971, eligible undergraduate and graduate students may borrow up to $2,500 each calendar year, depending on the availability of funds. Interest and repayment begin nine months after the student has completed the program of study.

Loans are administered through Columbia University. They are usually awarded on November 15 to help meet spring-term costs. Forms may be obtained from the School of Nursing, Office of Financial Aid, in early September.

Student Employment

College Work Study

The Work Study Program, authorized by the Higher Education Act of 1965, is administered by the United States Office of Education. The work may be within a college or university or for a public or private nonprofit organization. Students may work a maximum of twenty hours per week during the academic year and up to forty hours per week during vacation periods under this program.

On-campus employment includes almost any kind of work that is useful to the university. Some students may work on the campus grounds; others may serve as faculty aides or as laboratory or library assistants. Off-campus employment includes jobs in health, welfare, recreation, and other nonprofit, public-interest community projects. For example, students may be employed as aids to teachers, as tutors, or as aides in youth activity centers, daycare centers, or neighborhood service centers.

Students may apply in August, or anytime thereafter. Eligibility forms may be obtained from the Financial Aid Office. All jobs are posted at the Student Employment Office in Lewsowhn Hall on the Morningside campus.

Clinical Workshops

Students who have completed their junior year are eligible to participate in this program. Subject to availability, Presbyterian Hospital will hire these students as nursing assistants in certain of its clinical patient settings. Hours are generally limited to ten each week during the academic year and twenty to thirty-five hours during the summer. Students may also be employed as practical nurses upon completion of prerequisite courses and the passing of the Practical Nurse Licensure Examination.

Licensed professional nurses enrolled in the program may secure employment at the Columbia-Presbyterian Medical Center, or in neighboring hospitals on a part-time or per diem basis.

Living Arrangements

Anna C. Maxwell Hall is located at 179 Fort Washington Avenue, overlooking the Hudson River. It is a coeducational residence hall for upperclassmen and graduate students. Maxwell Hall connects by underground passage with most of the other buildings on the Health Sciences campus. Reception rooms and recreational facilities, including a swimming pool, are located in the building. Each student occupies a single room.

Dining Services

Health Sciences Campus

Columbia University maintains dining services in Bard Hall on the Health Sciences campus. The facility is open to all students on a cash basis, and also offers a prepaid voluntary board plan. Bard Hall also is available for catered meal service.

Board plan information may be obtained after July 1 from Dining Services, 103 Johnson Hall, Columbia University, New York, New York 10027.

Morningside Campus

Dining services are available at two principal locations, John Jay and Johnson Halls, in addition to several auxiliary operations on the Morningside campus, and are open on a cash or prepaid board plan basis.

Board plan information may be obtained after July 1 from Dining Services, 103 Johnson Hall, Columbia University, New York, New York 10027.

Student Health Service

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences, as well as student committees of the Student Association, health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual’s responsibility for his or her own well-being, both emotional and physical.

The Student Health Service Program is a primary care facility that offers students and their families comprehensive medical care directed toward prevention, as well as treatment of health problems. The Student Health Service facility is located on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York insurance (Blue Cross) may be purchased through the School (See Fees). Cost of illness, beyond reasonable limits of outpatient care, and beyond the student’s insurance coverage, must be met by the student.

The expenses of dental care, eye refraction, continuing psychiatric care, and care of pre-existing conditions must be borne by the student.
Student Activities

All undergraduate students belong to the Student Association which is governed by an Executive Board. Students also have representation on the University Senate.

The Honor System, which pertains to academic and other aspects of student life, is one of the major responsibilities of the Student Association. All students accept responsibility for maintaining a strong sense of individual and group honor.

A variety of social and cultural activities are organized under the auspices of the Executive Board, including lectures, workshops, and parties.

Students are encouraged to participate in the activities held on the Morningside campus at McIntosh Center (Barnard) and Ferry Booth Hall (Columbia College). These student centers contain bowling alleys, Ping-Pong facilities, and snack bars. There are, as well, tennis courts and a pool on the Health Sciences campus.

On both the Morningside and the Health Sciences campuses there are opportunities for students who wish to become involved in community affairs.

Foreign Students

The staff of the Office of the Foreign Student Adviser, 208 Lewisohn Hall, provides advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various foreign student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this Office. Maps of New York City and discount tickets to plays are available.

The staff of the Office of Foreign Student Admissions, 208 Lewisohn Hall, provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement.

National Honor Society of Nursing

In 1964 the Alpha Zeta Chapter of Sigma Theta Tau, the National Nursing Honor Society, was established in the School of Nursing. Membership is by invitation and the selection of graduate and undergraduate students is based on a high standard of performance in the program and on evidence of leadership potential.

Awards and Prizes

THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU AWARD
An award for excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

THE MARGARET ELIOT PRIZE
Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the senior nursing student who most nearly combines professional competence, capacity for leadership, and wholehearted compassion for patients.

THE JACKSON PRIZE FOR EXCELLENCE IN NURSING CARE OF THE ACUTELY ILL SURGICAL PATIENT
Awarded to a member of the graduating class who has demonstrated interest, achievement, and professional competence in the care of acutely ill surgical patients. The award is given by an alumna and former faculty member of the School of Nursing, and her husband.

THE SISTER JOSEPH IGNATIUS PRIZE
Named for a nurse who is making a major contribution to the care of people. It is awarded to the senior nursing student who best combines a sound knowledge-base with compassion and technical competence in the care of the orthopedic patient. The award is given by an alumna of the School of Nursing.

THE ROSE DRISCOLL AWARD
Given annually as an incentive to a student beginning his/her senior year in the baccalaureate program in nursing, who has demonstrated pride in becoming part of the nursing profession and is striving toward high ideals in his/her own practice and behavior.

THE CATHERINE C. CHESNEY AWARD
Given annually to a student concluding his/her junior year who has demonstrated, in addition to proficiency in the technical skills of nursing, those distinctive humane qualities which are essential dimensions of patient care. This award is given by the family of the late Ezra M. Stiles in honor of Miss Catherine C. Chesney who, during her sickroom care for Mr. Stiles, exemplified the sensitivity and compassion so vital to the healing process, which this award recognizes.

THE SHAVER PRIZE IN NURSE-MIDWIFERY
Awarded to a member of the graduating class who best exemplifies willingness to consider alternative approaches to providing care for child-bearing families, sensitivity to the special needs of child-bearing women, and provision of family-centered care for all people.

THE FACULTY PRIZE FOR NURSING RESEARCH
Awarded to a master's degree candidate for excellence in research in clinical nursing and enthusiasm, zeal, and promise for further contribution to nursing research. The award is given in honor of Mary I. Crawford, former Associate Dean, Director of Nursing Service, and facilitator of nursing research.

THE ELSIE MELEAN FUREY AWARD FOR EXCELLENCE IN PEDIATRIC NURSING
Awarded to the baccalaureate graduate who exemplifies the highest standards of nursing care of children and their families. These standards are upheld through a keen sense of responsibility and maturity in providing comprehensive care for children and their families and with an understanding for their special needs during illness.

Graduation

At the Commencement exercises of the University the degree of Bachelor of Science or Master of Science is conferred upon students who have fulfilled the respective requirements of the School of Nursing. Degrees are awarded in October, January, and May (see under Fees—Application or Renewal of Application for a Degree).

The state license to practice nursing (R.N.) entitles the graduate to membership in the American Nurses Association, the National League for Nursing, and other professional organizations.

Qualifications for Practice

In most states it is necessary for a nurse to be licensed in order to practice nursing. Graduates of the School of Nursing are eligible for licensure in all states. Licensure is obtained through satisfactory performance on the licensing examination prescribed by the state. The nurse then registers the license and is known as a Registered Nurse (R.N.). A nurse in one state entitles a qualified holder to licensure by endorsement in other states.

Graduates of the master's degree program are eligible to take the National Certification examination in the area of their clinical major.

Most states require certification for practice as a nurse anesthetist or nurse-midwife. Graduates in these areas are eligible to take the National Certification examinations offered for nurse anesthetists by the Council on Certification of Nurse Anesthetists and for nurse-midwifery by the American College of Nurse-Midwifery.
Final admissions materials will be sent upon receipt of the application card below. Please complete the application card and return with application fee of $25 made payable to COLUMBIA UNIVERSITY to: Office of Admissions, School of Nursing, 179 Fort Washington Avenue, New York, New York 10032. PLEASE PRINT OR TYPE:

(SCHOOL OF NURSING  COLUMBIA UNIVERSITY  OFFICE OF ADMISSIONS)

Complete and return with check or money order for $25 made payable to COLUMBIA UNIVERSITY to: Office of Admissions, Columbia University, School of Nursing, 179 Ft. Washington Ave., New York, New York 10032. The application fee is not refundable.

Application for Admission for September 19__, Part I

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<th>(Check one)</th>
<th>BACCALAUREATE DEGREE</th>
<th>MASTER'S DEGREE</th>
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<td>Please specify below the program to which you are applying:</td>
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<tr>
<td></td>
<td>Part Time</td>
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| Colleges Attended | |
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