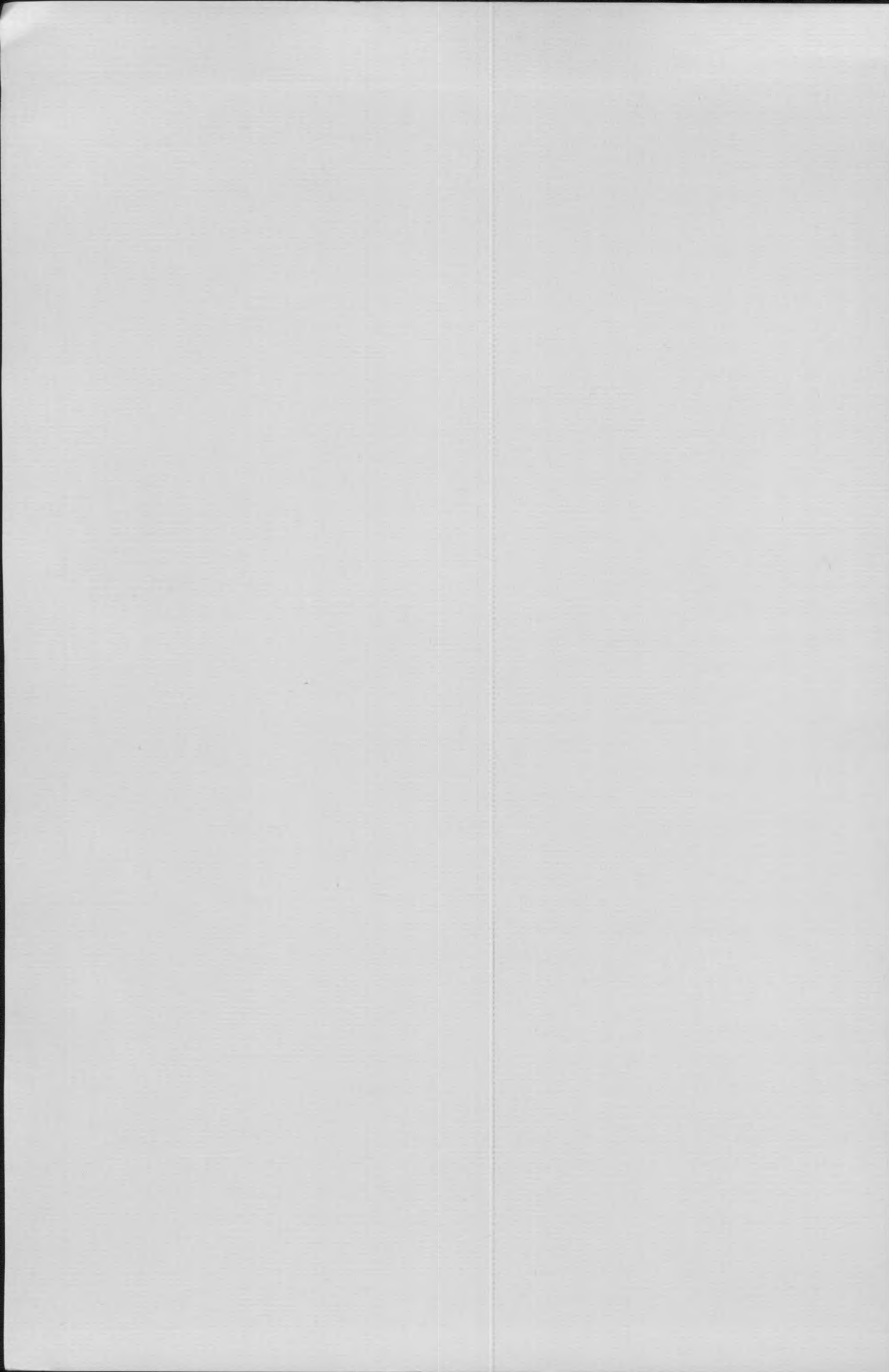


# Cornell University Announcements

Cornell University–New York Hospital

## School of Nursing 1972-73



# Cornell University

Cornell University–New York Hospital

## School of Nursing

1320 York Avenue

New York, New York 10021

# 1972-73

### **Cornell University Announcements**

Volume 64 of the Cornell University Announcements consists of twenty-two catalogs, of which this is number 13, dated August 4, 1972. Publication dates: twenty-two times a year (four times in September; three times in March and June; twice in January, July, October, and November; once in April, May, August, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.

# Academic Calendar

1972-73\*

Orientation, entering class, begins 9:00 a.m.  
Orientation, entering class, ends 5:00 p.m.  
Registration  
Labor Day holiday  
Fall term instruction begins, all classes, 8:00 a.m.  
Opening convocation  
School holiday  
Midsemester grades due, 5:00 p.m. (Class of 1973)  
School holiday  
Progress grades due, 5:00 p.m. (Class of 1974)  
Instruction suspended, 1:00 p.m.  
Thanksgiving recess  
Instruction resumed, 7:30 a.m.  
Fall term instruction ends, 5:00 p.m.  
Study period  
Final examinations and clinical evaluation begin, 9:00 a.m.  
Final examinations & clinical evaluation end, 5:00 p.m.  
Christmas recess and intersession  
Registration, new and rejoining students  
Registration, continuing students  
Spring term instruction, all classes, begins 9:00 a.m.  
Spring recess  
Instruction resumed, 7:30 a.m.  
Midsemester grades due, 5:00 p.m.  
Spring term instruction ends, 5:00 p.m.  
Study period  
  
Final examinations and clinical evaluation begin, 9 a.m.  
Final examinations & clinical evaluation end, 5 p.m.  
Memorial Day holiday  
Convocation and commencement

Wednesday, August 30  
Thursday, August 31  
Friday, September 1  
Monday, September 4  
Tuesday, September 5  
  
Monday, October 16  
Friday, October 27  
Tuesday, November 7  
Friday, November 17  
Wednesday, November 22  
  
Monday, November 27  
Monday, December 18  
Tuesday, December 19  
Wednesday, December 20  
Friday, December 22  
  
Thursday, February 1  
Friday, February 2  
Monday, February 5  
Saturday, March 24  
Monday, April 2  
Wednesday, April 4  
Friday, May 18  
Monday, May 21  
Tuesday, May 22  
Wednesday, May 23  
Friday, May 25  
Monday, May 28  
Wednesday, May 30

\* The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.





# Cornell University-New York Hospital

## School of Nursing

### History of the School

The Cornell University-New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of the New York Hospital-Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in the (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and the (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled. On early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature

of 1864-65, a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients. In 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past, and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

## 6 The Undergraduate Program

The Division of Continuing Education was organized as an educational unit of the School of Nursing in 1971. Although it is a non-degree granting division of the school, it has the same status within the structure as the organizational unit for undergraduate programs leading to a degree.

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

### Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York.

### The Undergraduate Program

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

#### Philosophy

Education is a process which helps the individual to develop his potential so that he may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the learner and the teacher. The school provides the environment in which the learner can test his abilities and evaluate his progress.

The major purposes of the general education courses preceding the nursing major are: to instill knowledge; to cultivate intellectual skills; and to nurture the traits of personality and character basic to a reasoned and responsible life. Because of the foundation provided by these courses, it is anticipated that the student will be prepared to better understand himself, his social and physical environment, and the role of the professional nurse in society.

The professional nurse assumes responsibility for maintaining optimum standards for the planning, evaluation, and the delivery of nursing care in a variety of settings. The professional nurse also functions as a member of the interdisciplinary health team in the planning, evaluation, and delivery of health care.

He recognizes the need to speak on both community and professional issues which are within his field of competence or interest and assists in promoting the public involvement in health by defining and clarifying health issues.

As a professional person he recognizes the need to continue to develop his personal and professional competence through the formal and informal educational structures which are best suited to his needs and abilities.

#### Objectives

Upon completion of the program, the graduate functions as a beginning-level professional nurse practitioner in a variety of settings.

The graduate will:

- (1) use the intellectual skills of observation, assessment, planning, and evaluation to establish and implement nursing goals;
- (2) understand how man functions in relationship to himself and others in health and sickness;
- (3) apply principles of leadership in directing nursing care of patients;
- (4) function as a colleague with members of an interdisciplinary team;
- (5) possess a foundation for continuing professional development in nursing;
- (6) maintain the standards of nursing services through constant assessment of existing practices and through participation in professional and community organizations; and
- (7) recognize the structures of a variety of health care systems and the effect which the structure has on the nature of nursing practice.

### The Nursing Major

The nursing major, consisting of four semesters of full-time study, is offered in two programs identified as Program I and Program II. Both programs are based upon the philosophy that general education courses provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, course requirements in the humanities, social sciences, and natural sciences have been identified as prerequisites for both programs. Sixty general education credits are required for admission to Program I. In addition to presenting the required prerequisites for the nursing major, students who enroll in Program II are required to hold a baccalaureate degree in another discipline before admission to the professional program. Both programs lead to the degree of Bachelor of Science in Nursing.

Each student entering the school is expected to complete the entire program for which he is enrolled. To meet the objectives of the program, students will have clinical experiences in a variety of hospital and community settings. In order to be eligible for the degree from Cornell, the last year must be spent in full-time study in one of these programs. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing needs of society or the best interests of the student and the school.

The programs are planned so that the student moves from less-complex situations in the care of individuals and families, to those situations which test his ability to provide leadership in the delivery of health services.



Initially attention is focused on the acquisition of nursing skills and the role of the professional nurse in the care of adult patients.

In the courses of the second and third semester, the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which child bearing women, their children, and their families, provide the focus for the learning experiences. The content and experiences offered in the alternate semester provide the student with the opportunity to explore the needs of patients and families who are facing problems of short- and long-term physical and emotional illnesses. Study of the effect of the environment upon health and disease is correlated with the content of this semester.

In the final semester the student cares for patients with multiple nursing needs including more complex medical-surgical problems. The student learns the principles of leadership and has the opportunity to apply them in the clinical setting.

Courses in the biological and social sciences are offered concurrently with the nursing courses. Pharmacology, nutrition, and diet therapy are included in the nursing courses of the curriculum.

### Plan of Program I

Detailed descriptions of the courses listed below are found on pp. 17-18.

#### Third Year

<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	2
Biological Science 130* or	4
Biological Science 133*	3
	<hr/>
	15 or 16

#### *Spring semester*

Nursing 154-157*	10
Social Science 107	2
Biological Science 131-134	3
	<hr/>
	15

#### Fourth Year

<i>Fall semester</i>	
Nursing 155*	11
Public Health 246	2
Biological Science 132-136	3
	<hr/>
	16

#### *Spring semester*

Nursing 250	12
Social Science 108	3
Social Science 207	2
	<hr/>
	17

\* Registration in these courses is by advisement and with permission of the instructor.

### Plan of Program II

Detailed descriptions of the courses listed below are found on pp. 17-18.

#### *First Year*

<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	2
Biological Science 133	3
	<hr/>
	15

#### *Spring semester*

Nursing 154-157	10
Social Science 107	2
Biological Science 131-134	3
	<hr/>
	15

#### *Second Year*

<i>Fall semester</i>	
Nursing 256	10
Biological Science 132-136	3
	<hr/>
	13

#### *Spring semester*

Nursing 257	12
Social Science 108	3
Social Science 207	2
	<hr/>
	17

## Admission

### General Requirements

The number of applicants with minimum qualifications exceeds the number of students that can be admitted to the two programs of the nursing major each year. Applicants selected will be those who, in competition with others seeking admission at the same time, have demonstrated by their qualifications that they are well fitted for the nursing profession.

Evaluation of the candidate's ability to profit from the instruction at the School of Nursing is based on his secondary-school and college records, the recommendations of school authorities, and the results of standardized achievement tests. Evidence of the candidate's ability to make effective use of free time, as well as his capacity for leadership and concern for others, is given due consideration; evaluations are made on the basis of extra curricular activities, references, and an interview. An extensive medical report is required because of the nature of the professional program.

A student already enrolled in the nursing major of another college or university may request the evaluation of his college record for possible transfer to this School.

It is the policy of Cornell University actively to support the American ideal of equality of opportunity for all and no student shall be denied admission or otherwise discriminated against because of race, color, creed, religion, or national origin.

### Specific Requirements for Program I

Students who have completed a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations

## 8 Academic Standing

of colleges and secondary schools may apply for transfer to the nursing major of Program I.

The following distribution of courses is to be used as a guideline in planning a program for the first two years of college. Records will be reviewed on an individual basis and adjustments made.

**Communications**, 6 credits: composition, public speaking, or speech

**Humanities**, 20–30 credits: art, language, literature, music, philosophy, religion

**Natural science and mathematics**, 12 credits. College biology (4 credits) and college chemistry (4 credits) are required. Based on individual evaluation, other college science and mathematics may be accepted in place of additional credits in biology and chemistry.

**Social science and history**, 12–22 credits: sociology (3 credits required), psychology (3 credits required), political science, anthropology, economics

### Specific Requirements for Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this program of the nursing major. Applicants to this program will be required to take selected proficiency examinations.

The following distribution of courses is required for admission to this program.

**Humanities**, 10 credits

**Social Science**, 10 credits

**Natural Science**, 8 credits. Although records are reviewed on an individual basis, college biology (4 credits) and chemistry (4 credits) are considered essential prerequisites.

### Applications

Prospective students should write the Office of the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021, for forms to be used in making application for admission.

### Important Dates

The following information and dates apply for applicants to both programs of the nursing major.

Requests for applications may be made any time after April 1, 1972, for admission in September 1973.

Admissions applications are due by October 1, 1972 for early review and by January 1, 1973 for regular review. Applications will be released and accepted after January 1, if places remain to be filled.

Early review decisions are announced by January 1. Decisions made by regular review are announced in March and April. Applications submitted after January 1 will be acted upon as they are completed.

Each applicant accepted by regular review must advise the School of his decision regarding admission

within 30 days of acceptance. Upon acceptance, early review applicants will be advised of the date when their decision is due.

The Financial Assistance Application is due by February 1. Decisions are announced May 1. Offers must be accepted within 30 days of receipt.

### Visits to the School

Members of the staff are available to meet with prospective applicants to discuss the School's admission requirements, application procedures, and the appropriateness of the applicant's general education in satisfying the requirements for admission. Although appointments for these visits are not required, prospective applicants are urged to call the Registrar's Office before visiting the School.

An informational visit does not take the place of the required interview which is scheduled after application materials have been submitted.

## Academic Standing and Grades

The Academic Standards Committee, composed of faculty representing the two nursing programs and the Dean or her representative, meets at least two times each year to review the academic records of students in the School. The Committee is responsible for reviewing the records of students whose suitability for nursing is in question, whose cumulative average does not meet minimal standards for promotion, whose cumulative average has dropped seriously since the previous semester, or students whose performance in the major nursing course is below the acceptable level of achievement.

The Committee recommends to the faculty: the promotion of all students, and the candidates for the degree of Bachelor of Science in Nursing. The Committee acts on the records of those students who qualify for the Dean's List (semester average of 3.25), and those who are to be considered for graduation with distinction.

At midsemester all students who have a grade of D, F or U in any course will receive a notice from the Registrar and/or the Dean. The student is expected to consult with his Course Chairman and his advisor or the Dean. The Academic Standards Committee will determine whether further assistance or action is necessary. In addition the Committee will review the record of any student who is achieving less than 2.0 quality points in theory or U in clinical laboratory of the nursing course.

At the end of the semester, any student who fails to achieve the cumulative average required for registration in good standing for the next semester will be subject to the scholastic action felt to be appropriate considering his semester record and past performance. However, failure to show satisfactory progress toward his degree, as evidenced by course failures or low grades in major course, may also be the basis for scholastic action regardless of the term average. A student may be placed on

academic warning for one semester. If he has not removed the conditions of his warning at the end of the next semester he will be required to withdraw from the School.

Final grades of S and U are given under certain conditions. A student who receives a semester grade of F, U, or an Incomplete (I) in a required course will be considered, on an individual basis, for continuation in the School. A student who receives an Incomplete in a course is required to complete the course within one year, unless it is prerequisite to another course. In this instance it must be completed before registering for the subsequent course.

The faculty of the School of Nursing reserves the privilege of retaining only those students who in their judgment satisfy the requirements of scholarship, mental and physical health, and the personal attributes suitable for professional nursing. A student may be asked to withdraw without previously having been on academic warning.

Parents and guardians do not receive regular notice of the student's grades. They are, however, advised when a student is placed on academic warning or is asked to withdraw from the School.

A student is eligible for honorable withdrawal at any time he may elect to leave, if his academic and personal record meet the standards of the School, and if his financial record has been cleared. A student who plans to withdraw must report his intention to the Registrar and discuss, with the Dean, his reason for leaving.

### Minimal Cumulative Averages Required

Semester	Program I and Program II
1st	1.6
2nd	1.76
3rd	1.82
4th	1.83

The established pattern for grading is based on the following 4.0 scale: A (3.5–4.0); B (2.5–3.4); C (1.5–2.4); D (0.5–1.4); and F (0.0–0.4).

### Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. Finally, it is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed one-half of the nursing major with a cumulative average of 3.1 or better and students who have completed more than one half of the major with 3.0 are considered for induction. In addition to demonstrated superior scholastic

achievement, a candidate must give evidence of professional leadership potential and possess desirable personal qualifications.

### Degree Requirements

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must have attained the required minimum cumulative average for the total program and must have completed satisfactorily all of the theory and clinical laboratory courses outlined in this *Announcement* or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with distinction. To qualify for this honor the student must have attained a cumulative average of 3.25 in the nursing major and maintained an average of "B" in college courses taken prior to transferring to the School of Nursing.

### State Registration for Graduates

Graduates of the School are urged to take the state board examination for licensure which is administered by the Regents of the state of New York. Each graduate is expected to take the first examination for licensure which is administered after he has completed the Nursing program. Graduates who plan to work outside of New York State should determine whether that state has a mandatory licensure law. If so, the graduate is urged to establish a date of employment based upon his expected date of licensure. Satisfactory completion of this examination licenses the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Office of the Registrar during the final semester in which the student is registered in the School.

### Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. To help students estimate individual expenses the following table should be consulted.

### Estimated Total Expenses

Although expenses, excluding tuition, fees, and room, vary for the individual students, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become nonresident students should write to the Chairman, Financial Assistance Committee, for the commuting student's adjusted budget.

## 10 Financial Assistance

The following figures are for the academic year.

<i>Item</i>	<i>Estimate</i>
Tuition	\$1,750
Room	500
Meals	900
Books, supplies	200
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation*	
Uniform supplies (entering students)	200

\* Transportation for clinical experience: students should add \$100 to the budget each year.

### Fees

**Application Fee.** (For applicants registered in a general education program.) A fee of \$15 must accompany the application for first admission.

**Transfer Fee.** (For applicants registered in a baccalaureate nursing program.) A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

**Reinstatement Fee.** (For students previously registered in this school.) A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

**Acceptance Fee.** A nonrefundable fee of \$50 must be paid by each person at the time he is notified of his tentative acceptance in the school.

**Late Registration Fee.** A fee of \$5 is charged to each late registrant. First-semester registration closes 5 p.m., September 1, 1972. Second-semester registration closes 5 p.m., Friday, February 2, 1973.

### Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable at registration each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to the balance due on School charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition bill since the State prepares individual checks, which are payable to the student, and sends them to the

School for distribution. Checks for these awards will not be available at the time tuition and fees are due. When an extension of time for payment of part or all of the tuition and fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans.

Students who have questions regarding their bills, or the payment of grants or loans after the registration period, should see the administrative assistant in NR-214

### Refunds

Part of the tuition will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent per week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

## Financial Assistance

In general, students plan to meet the cost of their education through self-help (loans and employment). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University-New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the appropriate Confidential Statement form to the College Scholarship Service by March 1 designating Cornell University-New York Hospital School of Nursing as one of the recipients. The Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described below. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the federal government under the terms of Public Law 92-158, Nurse Training Act of 1971. No more than \$2,500 may be borrowed by a student during an academic year. To be eligible for either a grant or a loan, a student must intend to be enrolled at least half-time and demonstrate the need for financial assistance. In addition, he must be



a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that he intends to become a permanent resident of the United States.

## Application for Financial Assistance

An entering student who will need financial assistance should return the Financial Assistance Application with his application form by February 1. This will be forwarded to the chairman of the Financial Assistance Committee. The Confidential Statement should be filed through the College Scholarship Service by March 1 of the year the applicant anticipates his admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before December 15. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the Committee.

## Financial Assistance Administered by the School

**Fund of the Committee for Scholarships.** A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

**Allstate Foundation Grant.** A grant is made available to the School each year to assist a student throughout the program.

**The Switzer Foundation Grant.** A grant of \$1,500 is made available to the School each year. This grant is intended to assist students who are American citizens living within fifty miles of New York City and who have financial need.

**Davison/Foreman Foundation Grant.** Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

**Woman's Florist Association, Inc., Scholarship.** Under a scholarship plan established in 1949 by the Women's Florist Association, Inc., a nursing student who has satisfactorily completed one year of the nursing major is eligible for a scholarship not to exceed the sum of \$200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

**Cornell Women's Club of New York.** In the spring of the year a scholarship is made available by this Club for the ensuing school year. It is awarded either

to an entering student or a student enrolled in the School.

**Vivian B. Allen Scholarship Fund.** Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

**Juliette E. Blohme Scholarship Fund.** Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

**Samuel J. Moritz Scholarship Fund.** Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

**The Christian C. Yegen Scholarship Fund.** Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University-New York Hospital School of Nursing.

**Emmajean Steel Fuller Fund.** This fund, begun by the class of 1952 in memory of Emmajean Steel Fuller, a former member of the class, is available for an occasional scholarship.

## Financial Assistance Administered by Outside Sources

### New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. The applicant should apply through his high school principal while he is still a student in high school.

For more information on any of these, write to the State Education Department, State University of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination*.

**Regents Scholarships for Basic Professional Education in Nursing.** Amount, \$200-\$500 a year depending upon financial need. Applicable only to period in the School of Nursing.

**Regents College Scholarships.** Amount, \$250-\$1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

**Regents Scholarships in Cornell.** A tuition-reducing scholarship ranging in amount from \$100 to \$1,000 a year depending upon financial need for a maximum of four years. Applicable to first two years of college and to period in the School of Nursing.

**Regents Scholarships for Children of Deceased or Disabled Veterans.** Amount, \$450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.





**New York Higher Education Assistance Corporation** sponsors a program through which students may obtain loans from local savings banks.

**Scholar Incentive Program.** Grants of \$100-\$600 yearly, depending on need and tuition paid, with minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

### Armed Services

#### Army and Navy Nurse Corps Student Programs.

Students in either of the basic nursing programs may apply for appointments in the Army Student Nurse Program, six to eight weeks prior to entrance to the School, or to the Navy Nurse Corps Candidates Program prior to March 1 for fall entrance. The student must have had receipt of acceptance to Cornell University-New York Hospital School of Nursing before the applications will be considered. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for three-four months. If two years of support has been given, the student serves thirty-six months.

## General Information

### School Government

Any student entering the school is automatically a member of the student organization. The functions of this organization are to contribute to the development of the professional education of the individual student through cooperation with fellow students and faculty; to represent the individual student in matters of student-faculty concern; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in the nursing program.

### Residence

In general the School of Nursing is considered a resident school within the limits of its facilities. The Nurses' Residence has facilities for unmarried female students who are expected to live in unless a request to live out is made in writing. The request must be accompanied by a letter from a parent or guardian indicating knowledge and approval of the plan to live outside of the Residence. A limited number of rooms are available for single male students who may wish to live in the Residence. Married students are urged to assume the responsibility for finding living facilities in the metropolitan area. Married women may live in the Residence, as long as they comply with regulations for living in and pay the residence fee required of all female students.

All students who live outside of the Residence must

keep the Office of the Registrar informed of his or her correct address and telephone number. Each one is expected to maintain a mailbox in the Nurses' Residence, which he is responsible for checking once each day. The *Student Handbook* should be checked for details of rules governing students who live in the Residence and those who do not. The *Student Handbook* also has information regarding the facilities of the Residence.

### Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

### Health Services

Good health is of the utmost importance and students have readily available a well-organized health service maintained in cooperation with the Personnel Health Service of The New York Hospital.

A physical examination by a physician from the Personnel Health Service, a tuberculin test, and a chest x ray are required upon admission. Subsequently, the student has either a chest x ray or tuberculin test every six months. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be done during vacations.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Personnel Health Service. If students are more seriously ill, they are cared for in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. Students are required to enroll in the Associated Hospital Service plan available to all students in the Medical Center.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for him to remain in the School, he may be required to withdraw, either temporarily or permanently, at any time.

### Counseling Services

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in his work in the School or in connection with special personal problems.

## 14 Facilities for Instruction

The director of student relations assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is available to assist students whose effectiveness and adjustment are impaired by personal concerns.

### Division of Continuing Education

The Division of Continuing Education is an organized educational unit of the School of Nursing under the administration of the Dean.

The Division offers organized and planned presentations of appropriate educational experiences at a professional level which are university oriented and related to the needs and purposes of the employment or practice situation. The programs offered by the Division have their origins in selected areas of nursing practice. The objectives of the programs are directed toward enabling registered nurses, both in practice and returning to practice, to update and expand their knowledge and skills in circumscribed areas of clinical nursing practice.

A variety of special workshops and formalized training programs are conducted cooperatively with the Cornell University Medical College and the professional staffs of The New York Hospital-Cornell Medical Center.

Information on programs being offered, applications, and fees may be obtained by writing to: Division of Continuing Education, 1320 York Avenue, Room NR 340, New York, New York 10021.

## Facilities for Instruction

The facilities of The New York Hospital-Cornell Medical Center provide the setting for a considerable portion of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in community and other health service agencies.

### Clinical Facilities

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with facilities for teaching and the conducting of research. Many specialized clinical services which are seldom found within a single organization are, therefore, available. The Hospital has 1,100 beds and 90 clinics. Approximately

34,000 patients are hospitalized and 50,000 treated as outpatients each year. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures and observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism; urology; ear, nose, and throat disorders; plastic- and neurosurgery; and ophthalmology. The Lying-In Hospital has a capacity of 163 adults and 77 newborns and provides for obstetric and gynecologic patients. Each year, nearly 4,000 babies are born in this Hospital. Since this Center was found in 1932, over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the student to study the development and guidance of convalescent as well as sick children.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 108 patients, admitted from all socioeconomic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of patients with a variety of mental health problems.

The Outpatient Department with its ninety clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 230,000 patient visits are made to this Department. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

Public health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan, with the faculty, for appropriate ways to contribute to the student's knowledge of the community and its organization for human services.

## The Library

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works and monographs. The book stacks and carrels are on two floors below the main reading room. Sixteen hundred current journals are received each year; the total collection has reached more than 100,000 volumes.

The library is also equipped with a communication terminal linked to a computer to provide searches of the medical literature. The information and

reference department receives requests for these searches. Typing and duplicating services and, most importantly, a staff willing to help are also available.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

The library is open during the week from 8:15 a.m. until 11 p.m., on Saturdays from 9:00 a.m. until 5 p.m. and on Sundays from 1:00 p.m. to 11 p.m. The library is closed on the following holidays: New Year's, Memorial Day, July 4th, Labor Day, Thanksgiving, and Christmas.



# Description of Courses

## Nursing Courses

**153-156 Introduction to the Nursing Process, Care of the Adult Patient.** Fall. Credit five hours theory, five hours clinical laboratory. Miss Bielski and faculty. The course is composed of two units. The first is concerned with learning and practicing nursing skills basic to providing nursing care. In the second unit the nursing process will be introduced and applied to the care of adult patients with representative medical-surgical health problems. Pharmacology, nutrition, and diet therapy are integrated throughout the course. The clinical laboratory will be utilized to apply concepts and skills in caring for patients with these and other health problems.

**154-157 Maternal-Child Nursing.** Fall and Spring. Prerequisite: Nursing 153-156. Credit five hours theory, five hours clinical laboratory. Mrs. Natapoff and faculty. Registration for this course is by advisement. Emphasis is placed on the study of the health needs of childbearing women, their children, and families. Family influences, social trends and normal development are integrated throughout the semester. The concept of nurturance for the promotion of optimum health provides the framework for nursing intervention. Experiences are provided in teaching principles of health maintenance to families in a variety of settings.

**155 Nursing for the Activation of Potential.** Fall and Spring. Prerequisite: Nursing 153. Credit six hours theory, five hours clinical laboratory. Miss Hansen and faculty. Registration for this course is by advisement. This course deals with learning the concepts and skills needed to intervene therapeutically with adults who have psychological and/or physiological dysfunctions. The major emphasis during this course is placed on utilization of the nurse-patient relationship. Studies are made of the similarities and dissimilarities of nursing techniques in the care of adult patients with long-term illness who are in institutional and home settings, as compared with the care of patients with acute psychological dysfunction who are in a psychiatric setting.

**160 Interpersonal Processes in Nursing.** Fall. Prerequisite: Psychology, three credits; Sociology, three credits. Credit two hours. Mrs. Swager. The content of this course is prerequisite to the subsequent nursing courses. Elements of the nurse-patient relationship will be examined with emphasis on techniques of interviewing, therapeutic communication, barriers of communication, and intervention with selected behaviors.

**250 Transition to Nursing Practice.** Spring. Prerequisite: Nursing 153, 154, 155. Credit five hours theory, seven hours clinical laboratory. Miss Keith and faculty. Transition to Nursing Practice offers the student the opportunity to apply the nursing process in caring for a group of people with a variety of health care needs including some adult medical-surgical problems. Within these groups the student will assist individuals and/or families to achieve the optimal degree of health through the development of goals that incorporate the priorities of their evolving needs. The student will have the opportunity to learn the principles of leadership and apply these principles through active participation with health care workers in a variety of settings.

**256 Community Health: Care of Patients with Environmentally Related Health Problems.** Fall. Prerequisite: Nursing 156, 157. Credit five hours theory, five hours clinical laboratory. Miss Keith and faculty. Focus is directed toward increasing students' understanding of the role of the professional nurse in the care of individuals and families whose health problems necessitate a comprehensive community approach. Included will be the basic principles of community health organizations and current and future trends in health care. Clinical experience in community health agencies, extended care facilities, and psychiatric facilities will be provided.

**257 Dimensions of Nursing.** Spring. Prerequisite: Nursing 156, 157, 254. Credit four hours theory, eight hours clinical laboratory. Mrs. Herrmann and faculty. This course considers various aspects of professional nurse practice: caring for patients with acute medical-surgical illnesses, who have multiple and complex nursing needs; having responsibility for nursing care of many patients; and giving leadership to others participating in nursing care. A variety of hospital, home and community settings will be utilized for clinical practice.

## Biological Science Courses

**130 Biological Science.** Fall. Credit four hours. Dr. Rubenstein. Registration for this course is by advisement and with permission from the instructor. An introductory course designed to identify fundamental concepts of structure and function in the human organism. Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the clinical nursing course 153. Biochemical principles of



## 18 Description of Courses

metabolism, electrolytes and acid-base balance are integrated.

### **131-134 Biological Science.** Fall and Spring.

Prerequisite: Biological Science 130 or 133. Credit three hours. Dr. Rubenstein. This course is offered concurrent to Nursing 154-157.

The reproductive cycle in man will be studied. Principles of heredity, general embryology, and medical genetics will be covered. There will be a survey of the microorganisms detrimental to man, designed to acquaint the student with communicable diseases that are endemic to society. Principles of immunity will be included. The correlation between disease patterns and social climate will be identified.

### **132-136 Biological Science.** Fall and Spring.

Prerequisite: Biological Science 130 or 133. Credit three hours. Mrs. Stolar. This course is offered concurrent to Nursing 155 and Nursing 256.

Morphological and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored. Selected disturbances that occur in man will be correlated with clinical nursing.

### **133 Biological Science.** Fall. Credit three hours.

Mrs. Stolar. Registration for this course is by advisement and with permission from the instructor.

An introduction to the properties and physiological processes common to all animals. Photoplasmic organization, membrane characteristics, energetics, control systems, and cell division will be covered. The cardio-vascular-pulmonary and gastrointestinal systems will be studied. Emphasis will be placed on interference of normal function, mechanisms of compensation, tissue change, and sequelae. Hormones will be surveyed to understand their control of biological processes.

## Social Science and Related Courses

### **107 Human Behavioral Development.** Fall and Spring.

Credit two hours. Dr. Salk. This course is offered concurrent to Nursing 154-157.

The interaction of physiological, genetic, and environmental factors in conjunction with developmental stages will be

presented in studying human behavioral development, with emphasis on the development of psychopathology. This will include all stages in development from early infancy through old age. Specific emphasis will be placed on child-rearing practices. Patients will be presented to demonstrate interviewing techniques and the child's emotional response to hospitalization.

### **108 Introduction to Research.** Spring. Credit three hours. Miss Chapman.

The student is introduced to the basic skills needed for the evaluation of research material: critical thinking about situational and written data pertinent to nursing; and recognition of appropriate use of common statistical concepts.

### **109 Theories of Human Growth and Development.**

Fall (not offered in 1972) and Spring. Credit two hours. Faculty to be appointed.

The course is taught in four units. Each unit considers the work of one or more major theorists; i.e., cognition, Piaget; physiological, Gisell; psychological, Freud and Erickson; social, Sullivan.

### **207 Nursing in the Social Order.** Spring. Credit two hours. Dr. Lambertsen.

The structure and function of both formal and informal social organizations are considered, especially as they influence the work of the professional nurse in the delivery of health services.

### **246 Public Health.** Fall and Spring. Credit two hours. Miss Hansen. This course is offered concurrent to Nursing 155.

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

**Guided Study.** This course offers to qualified students the opportunity for guided study and course visitation under the direction of a faculty member. The course permits participation in classes, seminars, conferences, library research and selected nursing service programs. The course is offered within the regular term date. No credit or grade is given but a record of achievement is filed in the student record. A special fee is established after consultation with the Dean's office. Request for attendance is filed in the Registrar's office and referred to the Dean.



# Register

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Robert A. Plane, University Provost  
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Lewis H. Durland, University Treasurer  
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Paul L. McKeegan, Vice Provost  
Arthur H. Peterson, University Controller  
Richard M. Ramin, Vice President for Public Affairs  
Robert F. Risley, Vice Provost  
Neal R. Stamp, Secretary of the Corporation and University Counsel

### The New York Hospital-Cornell Medical Center

E. Hugh Luckey, M.D., President  
August H. Groeschel, M.D., Vice-President

### The New York Hospital

David D. Thompson, M.D., Director  
H. Henry Bertram, Director of Personnel  
Muriel R. Carbery, Director of Nursing Service  
Susan T. Carver, M.D., Associate Director  
George J. McBride, Comptroller  
Richard J. Olds, Associate Director  
Melville A. Platt, M.D., Associate Director  
H. Mefford Runyon, Associate Director  
Cosmo J. LaCosta, Assistant Director

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## Member at Large

Walter B. Wriston

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Louise S. Hazeltine, M.A., R.N., Associate Dean  
Nina T. Argondizzo, M.A., R.N., Assistant Dean and Assistant Professor of Nursing  
Florence Tritt, M.A., R.N., Assistant to the Dean

## Faculty and Staff

### Administration

Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Dean of the School of Nursing and Professor of Nursing  
Louise S. Hazeltine, M.A., R.N., Associate Dean  
Nina T. Argondizzo, M.A., R.N., Assistant Dean and Assistant Professor of Nursing  
Florence Tritt, M.A., R.N., Assistant to the Dean  
Edna Johnson, Director of Student Relations  
Meimi Joki, A.B., Administrative Assistant  
Toni J. Marzano, Administrative Assistant

### Undergraduate Faculty

Eddie Mae Barnes, B.S., R.N., Instructor in Nursing; Director of Nursing, Payne Whitney Psychiatric Clinic  
Helen M. Berg, M.Ed., R.N., Associate Professor of Nursing and Department Head of Medical Nursing  
Mary T. Bielski, M.A., R.N., Associate Professor of Nursing  
Marie Boguslawski, M.S.N., R.N., Assistant Professor of Nursing  
Marion Peters Braxton, M.P.H., R.N., Assistant Professor of Nursing  
Muriel R. Carbery, M.S., R.N., Professor of Nursing and Director of Nursing Service  
Jacqueline Sue Chapman, M.S.N., R.N., Assistant Professor of Nursing  
Margaret Cotterell, M.A., R.N., Assistant Professor of Nursing  
Alice DonDero, M.A., R.N., Assistant Professor of Nursing and Department Head of Pediatric Nursing  
Dorothy Ellison, M.A., R.N., Associate Professor of

Nursing and Department Head of Operating Room Nursing  
 I. Darlene Erlander, M.A., R.D., Assistant Professor of Nutrition  
 Eleanor Haas, M.S., R.N., C.N.M., Assistant Professor of Nursing  
 Marilyn T. Hansen, M.P.H., R.N., Associate Professor of Nursing  
 Eleanor Krohn Herrmann, M.S., R.N., Assistant Professor of Nursing  
 Bernice Horner, M.S.N., R.N., Assistant Professor of Nursing  
 Gladys T. Jones, M.A., R.N., Assistant Professor of Nursing  
 Anne Barbara Keane, M.A., R.N., Assistant Professor of Nursing  
 Jo Ann Keith, M.A., R.N., Assistant Professor of Nursing  
 Antonia Klimentko, M.A., R.N., Associate Professor of Nursing  
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 Reva Scharf Rubenstein, Ph.D., Assistant Professor of Science  
 Lois Schwager, M.A., R.N., Assistant Professor of Nursing  
 Doris Schwartz, M.A., R.N., Associate Professor of Nursing  
 Cynthia Davis Sculco, M.Ed., R.N., Instructor in Nursing  
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 Elaine Siu, M.Ed., R.N., Instructor in Nursing  
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 Vera Stolar, M.S., R.N., Assistant Professor of Science  
 Marie D. Strickland, M.Ed., R.N., Assistant Professor of Nursing and Department Head of Obstetric and Gynecologic Nursing  
 Madeleine S. Sugimoto, M.Ed., M.A., R.N., Assistant Professor of Nursing  
 Eleanor Taggart, M.S., R.N., Assistant Professor of Nursing  
 Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing and Department Head of Private Patient Nursing Service  
 Marcus L. Walker, M.A., M.P.H., R.N., Assistant Professor of Nursing  
 Rita Reis Wiczorek, M.A., R.N., Assistant Professor of Nursing  
 Frances J. Williams, M.A., R.N., Instructor in Nursing  
 Gloria E. Wilson, M.A., R.N., Assistant Professor of Nursing

## Continuing Education Faculty

Nina T. Argondizzo, M.A., R.N., Assistant Professor of Nursing and Assistant Dean  
 Eddie Mae Barnes, B.S., R.N., Instructor in Nursing and Director of Nursing of Payne Whitney Psychiatric Clinic  
 Mary Bartlett, M.S., R.N., Instructor  
 Helen M. Berg, M.Ed., R.N., Associate Professor of Nursing and Department Head of Medical Nursing  
 Grace E. Brown, M.A., R.N., Instructor

Muriel R. Carbery, M.S., R.N., Professor of Nursing and Director of Nursing Service  
 Elaine Crimmins, M.P.H., R.N., Instructor  
 Virginia C. Dericks, M.A., R.N., Assistant Professor of Nursing  
 Alice DonDero, M.A., R.N., Assistant Professor of Nursing and Department Head of Pediatric Nursing  
 Dorothy Ellison, M.A., R.N., Associate Professor of Nursing and Department Head of Operating Room Nursing  
 Geraldine K. Glass, M.A., R.N., Assistant Professor of Nursing  
 Christina L. Haas, M.A., R.N., Instructor  
 Helen E. King, M.A., R.N., Instructor  
 Emelia Luddy, M.A., R.N., Instructor  
 Jean A. S. MacMullen, M.S., R.N., Instructor  
 Margery Manly, M.A., R.N., Instructor  
 Grace Moroukian, M.A., R.N., Assistant Professor  
 Margaret J. O'Brien, M.S., M.P.H., Adjunct Assistant Professor  
 Patricia M. O'Regan, M.A., R.N., Instructor  
 Madeline Petrillo, M.Ed., R.N., Assistant Professor  
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 Barbara Rogoz, M.S., R.N., Instructor  
 Doris Schwartz, M.A., R.N., Associate Professor of Nursing  
 Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing and Department Head of Surgical Nursing  
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 Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing and Department Head of Private Patient Nursing Service  
 Mamie Kwoh Wang, M.A., R.N., Assistant Professor

## Emeritus Professors

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus  
 Verda F. Hickox, M.A., R.N., Professor Emeritus of Nursing  
 Mary Klein, M.A., R.N., Professor Emeritus of Nursing  
 Margery T. Overholser, M.A., R.N., Professor Emeritus of Nursing  
 Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing  
 Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing  
 Henderika J. Rynbergen, M.S., Professor Emeritus of Science  
 Agnes Schubert, M.S., R.N., Professor Emeritus of Nursing

## Class of 1973

The name of the student is followed by his home address. The college or university from which he transferred is given in parentheses.

## Program I

Austin, Barbara Jeanne, Massapequa, New York (Nassau Community College)  
 Austin, Mary Marshall, Darien, Connecticut (Ohio Wesleyan University)  
 Benedetti, Beverly Ann, Norwood, Massachusetts (Emmanuel College)  
 Bickwit, Susan Melinda, Woodmere, New York (State University at New Paltz)  
 Bloomfield, Lee Adele, Flushing, New York (New York University)  
 Blundell, Kathi Lynne, Jamaica Estates, New York (Queens College)

- Browning, Cassandra Ann, Guttenberg, New Jersey  
(Englewood Cliffs College)
- Bruno, Pamela Jane, Tenafly, New Jersey  
(Briarcliff College)
- Carson, Colleen Elaine, Demarest, New Jersey  
(Drew University)
- Castimore, Candace Ann, Augusta, New Jersey  
(Cedar Crest College)
- Chin, Agnes, New York, New York (Hunter College)
- Confino, Ann Jocalyn, Mamaroneck, New York  
(College of New Rochelle)
- Davis, Wendy Lola, Scarsdale, New York (Finch College)
- DeGroff, Ann Elizabeth, Saugerties, New York  
(Russell Sage College)
- Dodge, Gail J., Merion, Pennsylvania (American University)
- Dualsky, Martha Jane, Ardsley, New York  
(Ladycliff College)
- Durak, Jane Louise, New York, New York  
(Herbert H. Lehman College)
- Dzenkowski, Denise, East Marion, New York  
(State University at Cortland)
- Fahy, Maureen Catherine, Corona, New York  
(Marymount Manhattan College)
- Feigenbaum, Joan Merryl, Brooklyn, New York  
(Brooklyn College)
- Gabreluk, Louise R., Islip, New York (Elmira College)
- Garibaldi, Barbara Louise, Short Hills, New Jersey  
(Marymount College)
- Garvey, Lynn, Chestnut Hill, Massachusetts  
(Marymount College)
- Gershon, Jacqueline Sue, New Providence, New Jersey  
(New York University)
- Golden, Grace Elizabeth, Sea Cliff, New York  
(The King's College)
- Griggs, Janet Marie, Hawthorne, New York (Ithaca College)
- Groder, Joyce Ellen, Mineola, New York  
(Adelphi University)
- Haffey, Eileen Mary, White Plains, New York  
(Trinity College)
- Hagney, Catherine Ann, Massapequa, New York  
(Marymount College)
- Hale, Nancy Jean, Winthrop, Maine (Eastern Baptist  
College)
- Hall, Mary Grace, Buffalo, New York  
(State University at Buffalo)
- Halpin, Kathleen, Medford, Massachusetts  
(Marymount College)
- Harmon, Margaret T., Rockville Centre, New York  
(Marymount College)
- Hartt, Meredith Jane, Northville, Michigan  
(Michigan State University)
- Healy, Audrey Edna, Mount Kisco, New York  
(Pace College)
- Hedin, Kristina, New Canaan, Connecticut  
(Cedar Crest College)
- Hommes, Kay, Hawthorne, New Jersey (Calvin College)
- Johnston, Amy L., Broomall, Pennsylvania  
(Ursinus College)
- Jones, Averil R., New York, New York  
(Manhattan Community College)
- Jones, Margaret Allen, New York, New York  
(University of Pennsylvania)
- Kalbacher, Barbara Anne, Westfield, New Jersey  
(Elmira College)
- Kirk, Kathryn Jean, Ithaca, New York (Hood College)
- Kovanen, Marja Alakulppi, Elmhurst, New York  
(Hunter College)
- Kruger, Carroll Anne, Forest Hills, New York  
(Fordham University)
- Lanigan, Janet Marie, Maplewood, New Jersey  
(College of Mt. St. Vincent)
- Lawrence, Pamela N., Croton-on-Hudson, New York  
(Russell Sage College)
- Levine, Barbara Arlene, Oakhurst, New Jersey  
(Boston University)
- Lewis, Mary Ellen, Providence, New York  
(Case-Western Reserve)
- Lineal, Lisa Beth, Great Neck, New York  
(Drexel University)
- Linebaugh, Melodie Ann, Spring Creek, Pennsylvania  
(Houghton College)
- Littman, Judith Marsha, New Hyde Park, New York  
(Hofstra University)
- Lugo, Nadine Turpin, Brooklyn, New York  
(Manhattan Community College)
- Menden, Holly Lynn, Dover, New Jersey (Ursinus College)
- Monahan, Nancy Ann, Jersey City, New Jersey  
(St. Peter's College)
- Nulman, Beryl Ann, Lawrence, New York  
(Syracuse University)
- O'Sullivan, Mary Christine, Bronx, New York  
(Mercy College)
- Panzarine, Susan, Brooklyn, New York  
(State University at New Paltz)
- Pattarini, Barbara Lynn, Garden City, New York  
(Elmira College)
- Peters, Susan Helen, Bellerose, New York  
(St. John's University)
- Rosenstein, Louise N., Flushing, New York  
(Queens College)
- Rothberg, Ellen D., Lindenhurst, New York  
(Syracuse University)
- Safir, Kim Elizabeth, New York, New York  
(California State College)
- Schapiro, Naomi Ann, Croton-on-Hudson, New York  
(Radcliffe College)
- Schindler, Laurie Ellen, Roslyn Heights, New York  
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- Schiro, Arlene G., Whitestone, New York  
(Fordham University)
- Schupp, Nancy Lee, Greenwich, Connecticut  
(Pace College)
- Scott, Audrey Dibert, Washington, D. C. (Colby Jr. College)
- Seim, Gillian Howell, Pittsburgh, Pennsylvania  
(Kalamazoo College)
- Silberstein, Wendy-Alexandra, State Island, New York  
(Notre Dame College)
- Simandl, Jill Arlene, Calverton, New York  
(University of New Hampshire)
- Slauson, Ceil Marie, Middlesex, New Jersey  
(Douglass College)
- Staudinger, Margaret Ann, E. Brunswick, New Jersey  
(Immaculata College)
- Stetch, Denise Roberts, Douglaston, New York  
(Queens College)
- Stob, Susan Jane, West Chicago, Illinois  
(Wheaton College)
- Story, Robin M., West Palm Beach, Florida  
(Cornell University)
- Straka, Bernadette G., Bronx, New York  
(Thomas More College)
- Thornburg, Catherine Marie, Seattle, Washington  
(Marymount College)
- Tracy, Kathryn Bayard, Hillside, New Jersey  
(Smith College)
- Urbanski, Lillian H., Staten Island, New York  
(Ladycliff College)

Walbaum, Linda Mary, Huntington Station, New York  
(C. W. Post College)  
Wegman, Eleanor Rita, Rochester, New York  
(LeMoyne College)  
White, Kathleen Ann, New York, New York  
(College of Mount Saint Vincent)  
Wilbur, Sandra Elaine, Franklin, Maine  
(Eastern Baptist College)  
Wolpe, Mona Beth, Island Park, New York  
(Nassau Community College)

## Program II

Bailey, Marie Elizabeth, Garden City, New York  
(Barnard College)  
Banks, Lucille Marie, New York, New York  
(Marymount Manhattan College)  
Berg, Constance Elizabeth, Massapequa Park, New York  
(Cornell University)  
Birnbaum, Stanley, Baldwin, New York (Queens College)  
Finlay, Susan Carroll, New York, New York (Colby College)  
Godfrey, Cynthia Petford, Wethersfield, Connecticut  
(Mount Holyoke College)  
Gosselin, Elizabeth Ann, Boston, Massachusetts  
(Connecticut College for Women)  
Grace, Margaret Mary, Manhasset, New York  
(University of Dayton)  
Gray, Nancy S., New York, New York  
(Sacramento State College)  
Harris, Marian Emily, Attleboro, Massachusetts  
(Emmanuel College)  
Holm, Marsha Ann, Huron, South Dakota (Huron College)  
Irwin, Ann Graybill, Indianapolis, Indiana  
(Indiana University)

Kennedy, Winifred Zierko, Brooklyn, New York  
(Fordham University)  
Kimbrough, Lydia Fitzgerald, Limestone, Maine  
(University of Kansas)  
Marcin, Sister Florence, Danville, Pennsylvania  
(Marywood College)  
Menden, Susanne, Dover, New Jersey (New York University)  
Merritt, Jane Richardson, Bloomfield, Connecticut  
(Skidmore College)  
Murnane, Sheila Anne, Brooklyn, New York  
(Saint Joseph's College)  
O'Brien, Maureen Bernadette, New York, New York  
(Thomas More College)  
O'Regan, Sister Helen McGill, Greenwich, Connecticut  
(Manhattanville College)  
Oswald, Gregory Stephen, Long Beach, New York  
(Saint Benedict's College)  
Salata, Susan Lucy, Bridgeport, Connecticut  
(Trinity College)  
Scalone, Sister M. Rose Carmel, Flushing, New York  
(College Misericordia)  
Seligman, Nancy Joan, Merrick, New York  
(Cornell University)  
Shipps, Lucinda, Newington, Connecticut (Elmira College)  
Skarie, Mary Ellen, Fergus Falls, Minnesota  
(Antioch College)  
Stadler, Catherine E., Elmont, New York (Queens College)  
Steinfeld, Betty B., New York, New York (Stephens College)  
Talbot, Nancy Anne, Shoreham, New York  
(Saint John's University)  
Wasko, Joanne Marie, Spring City, Pennsylvania  
(Ursinus College)

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## Further Information and Application Undergraduate Program

It is important that persons interested in pursuing one of the programs at the School of Nursing make plans well in advance so that their college programs may be arranged to provide the necessary background.

To receive assistance in such planning, an interested student should fill out the form on this page and send it to

Registrar  
Cornell University—New York Hospital School of  
Nursing  
1320 York Avenue  
New York, New York 10021.

(The writer should include his zip code.)

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☐ I wish to receive further information. Please place my name on your mailing list.

☐ I wish to apply for admission in September \_\_\_\_\_  
year

Please send me an application blank for

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\_\_\_\_\_  
name

\_\_\_\_\_  
street address

\_\_\_\_\_  
city

\_\_\_\_\_  
state

\_\_\_\_\_  
zip

\_\_\_\_\_  
date of birth

\_\_\_\_\_  
name of high school

\_\_\_\_\_  
address

\_\_\_\_\_  
date diploma received or expected

\_\_\_\_\_  
name of college

\_\_\_\_\_  
address



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