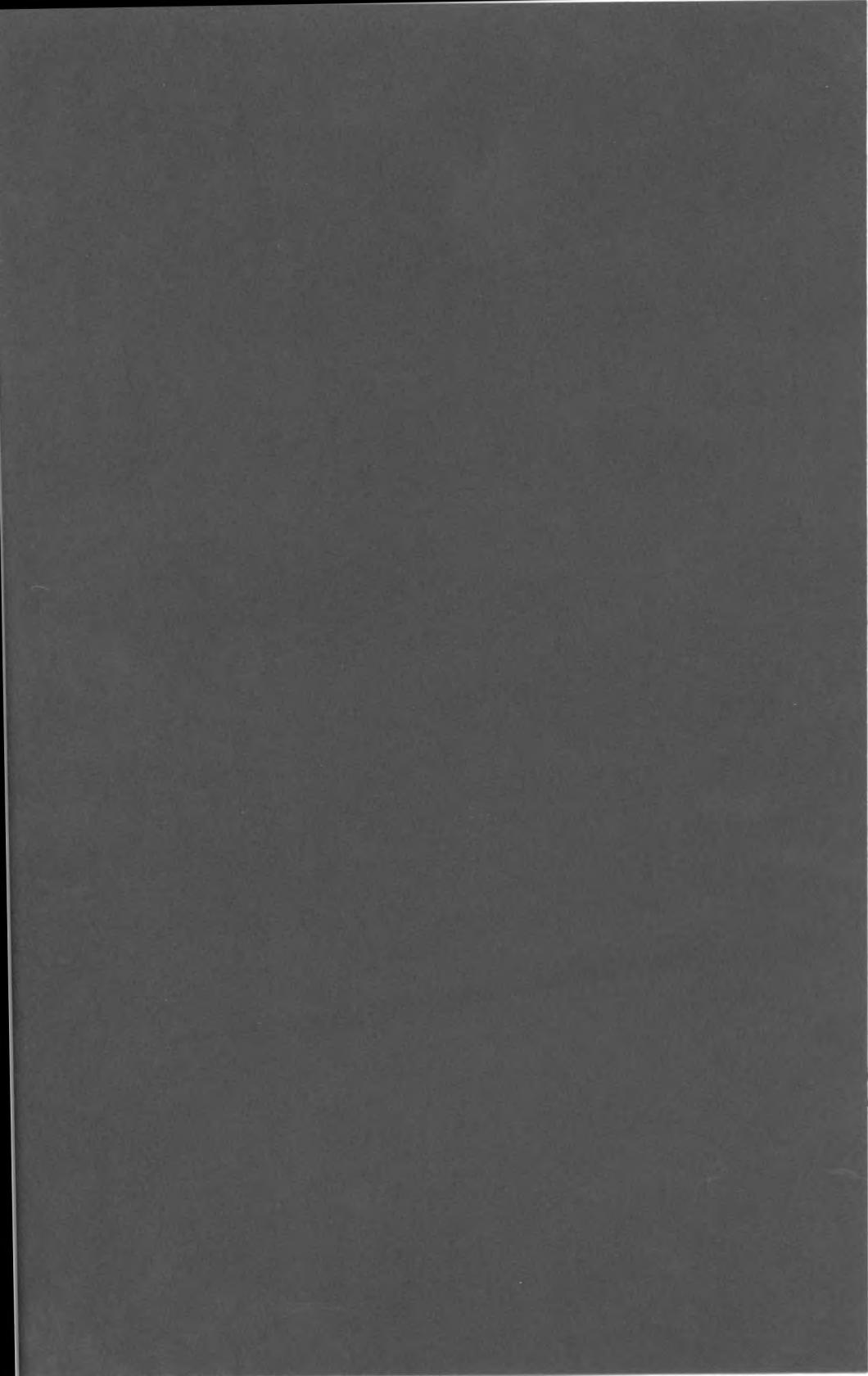




Cornell University
Announcements

Cornell University-
New York Hospital
School of Nursing



Cornell University

Cornell University-
New York Hospital
School of Nursing
1320 York Avenue
New York, New York 10021

1973-74

Cornell University Announcements

Volume 65 of the Cornell University Announcements consists of twenty-one catalogs, of which this is number 11, dated July 27, 1973. Publication dates: twenty-one times a year (four times in August; three times in March and July; twice in January, June, and October; once in April, May, September, November, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.

1973-74

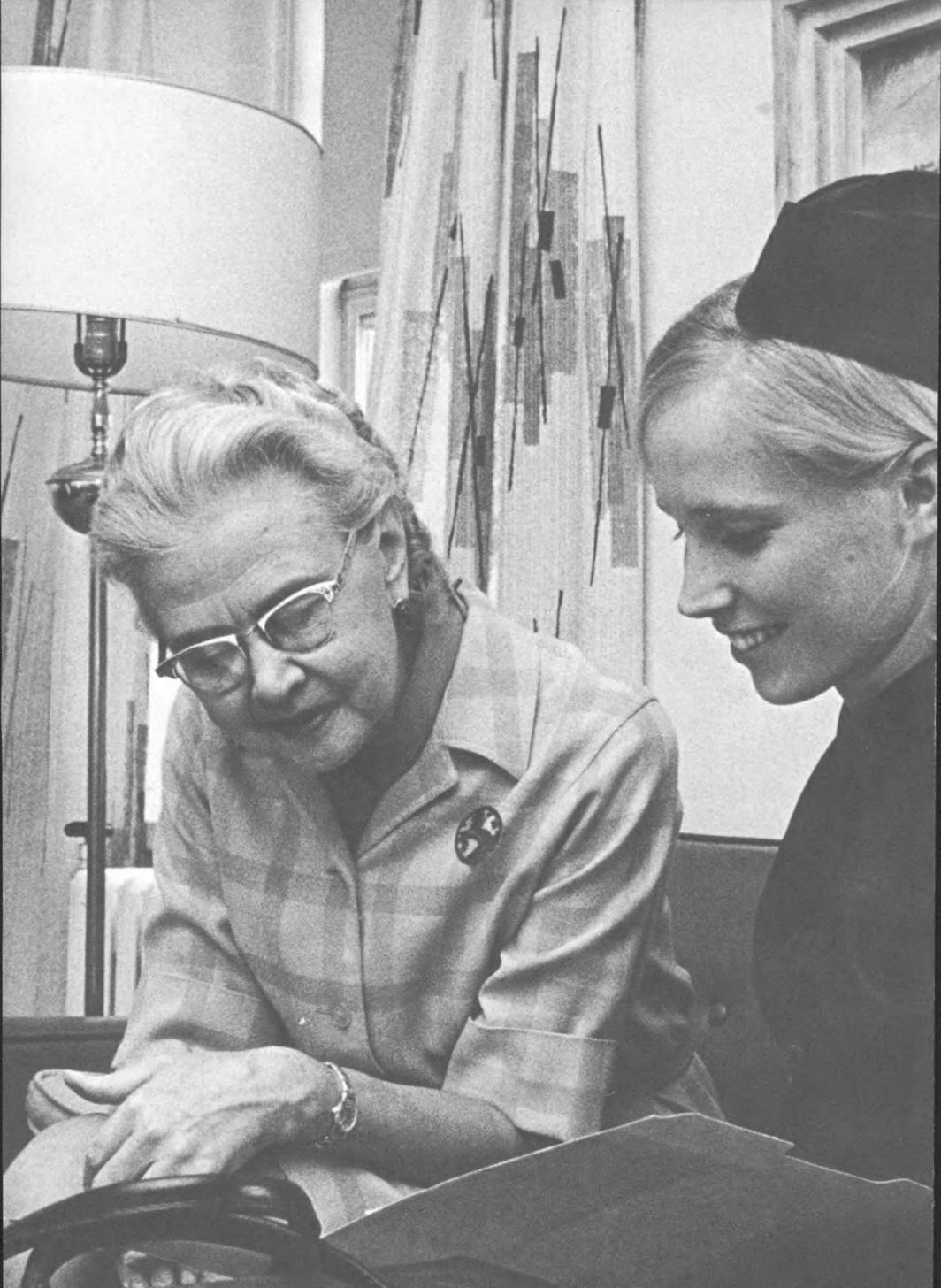
Academic Calendar

Orientation, entering class, begins 9:00 a.m.	Wednesday, August 29
Orientation, entering class, ends 5:00 p.m.	Thursday, August 30
Registration	Friday, August 31
Labor Day holiday	Monday, September 3
Fall term instruction begins, all classes 8:00 a.m.	Tuesday, September 4
Opening convocation, 4:00 p.m.	Thursday, September 13
School holiday	Monday, October 8
Midsemester grades due, 5:00 p.m. (Class of 1974)	Friday, October 26
Progress grades due, 5:00 p.m. (Class of 1975)	Friday, November 16
Instruction suspended, 1:00 p.m.	Wednesday, November 21
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	Monday, November 26
Fall term instruction ends, 5:00 p.m.	Monday, December 17
Study period	Tuesday, December 18
Final examinations and clinical evaluation begin, 9:00 a.m.	Wednesday, December 19
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, December 21
Christmas recess and intersession	
Registration, new and rejoining students	Thursday, January 31
Registration, continuing students	Friday, February 1
Spring term instruction, all classes, begins 9:00 a.m.	Monday, February 4
Spring recess	Saturday, March 23
Instruction resumed, 7:30 a.m.	Monday, April 1
Midsemester grades due, 5:00 p.m.	Wednesday, April 3

Spring term instruction ends, 5:00 p.m. (Class of 1974)	Tuesday, May 14
Study period (Class of 1974)	Wednesday, May 15
Final examinations and clinical evaluation begin, 9:00 a.m. (Class of 1974)	Thursday, May 16
Spring term instruction ends, 5:00 p.m. (Class of 1975)	Friday, May 17
Final examinations and clinical evaluation end, 5:00 p.m. (Class of 1974)	Monday, May 20
Study period (Class of 1975)	Monday, May 20 & Tuesday, May 21
Final examinations and clinical evaluation begin, 9:00 a.m. (Class of 1975)	Wednesday, May 22
Final examinations and clinical evaluation end, 5:00 p.m. (Class of 1975)	Friday, May 24
Memorial Day holiday	Monday, May 27
Convocation and Commencement	Wednesday, May 29

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.



Announcements

Contents

2	Academic Calendar
7	History of the School
8	Accreditation
8	The Undergraduate Program
10	Admission
12	Academic Standing
14	State Registration
14	Expenses
15	Financial Assistance
18	General Information
19	Division of Continuing Education
19	Facilities for Instruction
21	Description of Courses
23	Register
28	Index
29	Application
31	List of Announcements

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.

THE NEW YORK HOSPITAL

RESIDENCE

CORNELL UNIVERSITY-
NEW YORK HOSPITAL
SCHOOL OF NURSING



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, and is committed to a fourfold purpose including: (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 (4) the 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 Seamen, 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.

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 student and the teacher. The school provides the environment in which the student 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.

Professional nurses assume responsibility for maintaining optimum standards for the planning, evaluation, and the delivery of nursing care in a variety of settings. They also function as members of the interdisciplinary health team in the planning, evaluation, and delivery of health care. They recognize the need to speak on both community and professional issues which are within their field of competence or interest and to assist in promoting public involvement in health by defining and clarifying health issues. As professional people they recognize the need to continue to develop personal and professional competence through the formal and informal educational structures which are best suited to their 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.

The programs are planned so that the student moves from less-complex situations in the care

MULTIPLE CAUSES

PSYCHOLOGICAL INHIBITION

PHYSICAL IMPAIRMENT

IGNORANCE = LIMITED OPPORTUNITIES

LOSS OF SELF ESTEEM

LOSS OF CONFIDENCE

↓
LACK OF INDIVIDUAL RESOURCES

→ HELPLESSNESS

→ FEAR

SEARCH FOR AID OR SUPPORT

↓
FAILURE

↓
ANXIE

→ FEAR OF RETALIATION

↓
AGGRESSIVE BEHAVIOR



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.

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.

Plan of Program I (Class of 1975)

Detailed descriptions of the courses listed below may be found beginning on p. 21.

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 155	11
Social Science 107	2
Biological Science 132	3
	<hr/>
	16

Fourth Year

<i>Fall semester</i>	<i>Hours</i>
Nursing 154	10
Public Health 246	2
Biological Science 131	3
	<hr/>
	15
<i>Spring semester</i>	<i>Hours</i>
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 (Class of 1975)

Detailed descriptions of the courses listed below may be found beginning on p. 21.

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 157	10
Social Science 107	2
Biological Science 134	3
	<hr/>
	15

Second Year

<i>Fall semester</i>	<i>Hours</i>
Nursing 256	10
Biological Science 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 qualified applicants 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, and his capacity for leadership and concern for others, is given due consideration. Evaluations are also made on the basis of extracurricular activities, references, and an interview. Interviews are granted only to those applicants meeting certain minimum admission standards. 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 the School at Cornell.

It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or discriminated against otherwise because of race, color, creed, religion, national origin, or sex.

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 of colleges and secondary schools may apply for transfer to Program I of the nursing major. Applicants to this Program are required to take the NLN Prenursing and Guidance Examination.

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: general biology (4 credits) and general chemistry (4 credits) are required. Those applicants who did not take biology or chemistry in high school are required to take a year of that particular science in college. 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 will be required to take the Graduate Record Examination.

The following distribution of courses is required for admission to Program II.

Humanities, 10 credits.

Social Science, 10 credits.

Natural Science, 8 credits. Although records are reviewed on an individual basis, general biology (4 credits) and general chemistry (4 credits) are considered essential prerequisites. Those applicants who did not take biology or chemistry in high school are required to take a year of that particular science in college.

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 May 1, 1973 for admission in September 1974.

Admissions applications are due by October 1, 1973 for early review and by January 1, 1974 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. Though all applicants who have completed their applications by October 1 will be interviewed in the Fall, only those meeting the criteria for early review will receive their admissions decision by January 1. In addition those applicants who do not qualify for the program will be notified once their application has been reviewed. 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 two weeks of acceptance. Upon acceptance, early review applicants will be advised of the date their decision is due.

The Financial Assistance Application must be filed by February 1. Decisions are announced May 1. Offers must be accepted within three weeks 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 and reviewed.

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 adviser 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

<i>Semester</i>	<i>Program I and Program II</i>
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. 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 at least one half of the nursing major are considered for induction. Before completion of the fourth semester of the nursing major, an average somewhat higher than the national minimum of 3.0 is required for induction into Alpha Upsilon chapter. In addition to demonstrated superior



scholastic achievement, a candidate must also give evidence of professional leadership potential.

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 the 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.

The following figures are for the academic year:

<i>Item</i>	<i>Estimate</i>
Tuition	\$1,950
Room	500
Meals	900
Books, supplies	250
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation*	
Uniform supplies (entering students)	200

* Transportation for clinical experience; students should add \$125 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., August 31, 1973. Second semester registration closes 5 p.m., Friday, February 1, 1974.

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 ten percent a 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 February 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. The amount of loan awarded to each eligible student is dependent upon the total amount of federal funding made available to the School. 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 immigration status and personal plans 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 February 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 financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before December 15. Students receiving financial assistance may arrange an interview with the chairman of the Committee during the fall semester to review their awards. Those 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

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.



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

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.

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.

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.

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.

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.

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.

Helena Rubinstein Foundation, Inc. Grant. Grants from this Foundation are made available to the School and administered to students who have demonstrated need for financial assistance.

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.

Women'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.

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.

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 the 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 the first two years of college and to the 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 the first two years of college and to the period in the School of Nursing.

Regents Scholarships for Children of Deceased or Disabled Veterans. Amount, \$450 a year for four years; applicable to the first two years of college and to the 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 a minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and to 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 twenty-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, if 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 their correct addresses and telephone numbers. Each is expected to maintain a mailbox in the Nurses' Residence, and is responsible for checking it once each day. The *Student Handbook* should be consulted for details of rules governing students who live in the Residence and those who do not. The 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 for nursing students; to insure this a well organized Personnel Health Service is maintained by The New York Hospital. Ambulatory medical care is available in the Health Service and in other specialty outpatient clinics when necessary.

Students are expected to complete surgery and dental work prior to entrance into the School. Otherwise elective health care must be scheduled during vacations. Upon registration in the School, a complete physical examination with routine tests is performed. Students' health is followed in the comprehensive Tuberculosis prevention program maintained by the Personnel Health Service.

Room care service in the Nurses' Residence is available during minor illnesses, when recommended by the Health Service. If more seriously ill, a student may be admitted to The New York Hospital. Each student is required to enroll in the Associated Hospital plan available to all students in the Medical Center.

If in the opinion of the Personal Health Service physician, the condition of a student's physical or emotional health makes it unwise for him to remain in the program, the school authorities may require him 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.

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 students in these areas and directs 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 also made available through the office of the Director of Student Relations 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, the professional staffs of The New York Hospital-Cornell Medical Center, The Department of Health, Health Services Administration of the City of New York, The Visiting Nurse Service of New York and other cooperating community agencies.

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 the major part of the educational program offered to students in both divisions of the School of Nursing. The classroom and office facilities for the School are located at 1320 York Avenue, New York City. In addition to the usual classroom and conference room facilities there is an audio-visual laboratory and learning laboratories for the practice of basic nursing skills.

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.

All students have clinical experience on the patient units of The New York Hospital. The Hospital comprises five clinical departments—Medicine, Surgery, Lying-In Hospital, Pediatrics, and The Payne Whitney Clinic (psychiatry). Each of these units (largely self-contained) has facilities for inpatients and outpatients, and for teaching and conducting research. The Hospital has approximately eleven hundred beds and ninety clinics.

In order to meet the objectives of the program, the School of Nursing contracts with selected voluntary and governmental agencies for additional clinical experiences. It is a requirement of the program that each student participate in the care of patients in the community. Representatives of various governmental and voluntary agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and the organization for human services.



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. M. A. Miller and faculty. Composed of two units. The first unit is concerned with introduction of the nursing process, and learning and practicing nursing skills basic to all nursing care. During the second unit, the nursing process is 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 area is utilized to apply concepts and skills in caring for patients with major medical-surgical health problems.

154-157 Maternal-Child Nursing. Fall and Spring. Prerequisite: Nursing 153-156. Credit: five hours, theory; five hours, clinical laboratory. E. W. Haas 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. B. H. Rosner and faculty. Registration for this course is by advisement. Deals with learning the concepts and skills needed to intervene therapeutically with adults who have psychological and/or physiological dysfunctions. The major emphasis 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. L. Schwager. The content is prerequisite to 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. Prerequisites: Nursing 153, 154, 155. Credit: five hours, theory; seven hours, clinical laboratory. J. A. Keith and faculty. 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 principles 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. Prerequisites: Nursing 156, 157. Credit: five hours, theory; five hours, clinical laboratory. J. A. 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. Prerequisites: Nursing 156, 157, 254. Credit: four hours, theory; eight hours, clinical laboratory. E. K. Herrmann and faculty.

Consideration of 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.

Professionally Related Courses

130 Biological Science. Fall. Credit four hours. R. S. Rubenstein. Registration 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 metabolism, electrolytes, and acid-base balance are integrated.

131-134 Biological Science. Fall and Spring. Prerequisite: Biological Science 130 or 133. Credit three hours. R. S. Rubenstein. 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. V. Stolar. 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. V. Stolar. Registration 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.

107 Human Behavioral Development. Fall and Spring. Credit two hours. To be appointed.

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. J. S. 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. Each student develops a scientific proposal relevant to professional nursing practice.

109 Theories of Human Growth and Development. Not offered 1973-74. Credit two hours. Faculty to be appointed.

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. E. C. 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. Credit two hours. Faculty to be appointed.

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. It permits participation in classes, seminars, conferences, library research, and selected nursing service programs. 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.

Cornell University

Register

University Administration

Dale R. Corson, President of the University
Robert A. Plane, University Provost
W. Donald Cooke, Vice President for Research
Lewis H. Durland, University Treasurer
William D. Gurowitz, Vice President for Campus Affairs
Samuel A. Lawrence, Vice President for Administration
E. Hugh Luckey, Vice President for Medical Affairs
Thomas W. Mackesey, Vice President for Planning
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 Administration

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

The New York Hospital Administration

David D. Thompson, M.D., Director
H. Henry Bertram, Director of Personnel
Muriel R. Carbery, Director of Nursing Service
Susan T. Carver, M.S., Associate Director
John Watson, Associate Director, Financial Services
Richard J. Olds, Associate Director
Melville A. Platt, M.D., Associate Director
H. Medford Runyon, Associate Director
Cosmo J. LaCosta, Assistant Director

Joint Administrative Board

Representatives from the Board of Trustees of Cornell University

Dale R. Corson, President of the University
Arthur H. Dean
Robert W. Purcell

Representatives from the Board of Governors of the Society of the New York Hospital

Mr. Kenneth H. Hannan, Chairman
Mr. Stanley de J. Osborne
Frederick K. Trask, Jr.
John Hay Whitney

Members at Large

E. Roland Harriman (as of April)
Mr. Walter B. Wriston

Ex Officio Member

E. Hugh Luckey, M.D.

Officers of the School

Dale R. Corson, Ph.D., President of the University
Robert A. Plane, Ph.D., Provost of the University
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
Gloria E. Wilson, M.A., R.N., Assistant Dean and Assistant Professor of Nursing

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
Gloria E. Wilson, M.A., R.N., Assistant Dean and Assistant Professor of Nursing
Meimi Joki, A.B., Assistant to the Dean
Edna Johnson, Director of Student Relations
Judith A. Court, M.A., 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; Department Head of Medical 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; 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

Sister Catherine M. Cummings, M.S.N., R.N., Instructor in Nursing

Marion Phyllis Cunningham, M.S., R.N., Instructor in Nursing

Helen Demitroff, M.A., R.N., Assistant Professor of Nursing

Alice DonDero, M.A., R.N., Assistant Professor of Nursing; Department Head of Pediatric Nursing

Sister Mary E. Driscoll, M.A., R.N., Instructor in Nursing

Dorothy Ellison, M.A., R.N., Associate Professor of Nursing; Department Head of Operating Room Nursing

I. Darlene Erlander, M.A., R.D., Assistant Professor of Nutrition

Carol Fox, M.A., R.N., Instructor in Nursing

Ann K. Galligan, M.S., R.N., Assistant Professor of Nursing

Elenora Haas, M.S., R.N., C.N.M., Assistant Professor of Nursing

Eleanor Krohn Herrmann, M.S., R.N., Assistant Professor of Nursing

Bonnie L. Jones, M.S., R.N., Instructor in Nursing

Gladys T. Jones, M.A., R.N., Assistant Professor of Nursing

Jo Ann Keith, M.A., R.N., Assistant Professor of Nursing

Jean C. Kijek, M.A., R.N., Instructor in Nursing

Antonia Klimenko, M.A., R.N., Associate Professor of Nursing

Katherine A. Knight, M.A., M.Ed., R.N., Assistant Professor of Nursing

Patricia A. Kosten, M.Ed., R.N., Assistant Professor of Nursing

Mariamamma K. Mathai, M.Ed., R.N., Instructor in Nursing

Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Professor of Nursing; Dean of the School of Nursing

Helen M. McDowell, M.A., R.N., Assistant Professor of Nursing

Martha A. McNiff, M.A., R.N., Instructor in Nursing

Marjorie A. Miller, M.S., R.N., Associate Professor of Nursing

Agnes Morgan, M.A., R.N., Assistant Professor of Nursing

Janet Nielson Natapoff, M.S., R.N., Assistant Professor of Nursing

Bernice Horner-Rosner, M.S.N., R.N., Assistant Professor of Nursing

Reva Scharf Rubenstein, Ph.D., Associate Professor of Nursing

Lois Schwager, M.A., R.N., Assistant Professor of Nursing

Cynthia Davis Sculco, M.Ed., R.N., Assistant Professor of Nursing

Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing; Department Head of Surgical Nursing

Elizabeth D. Ivey Smith, M.A., R.N., Assistant Professor of Nursing

Vera Stolar, M.S., R.N., Assistant Professor of Science

Marie D. Strickland, M.Ed., R.N., Assistant Professor of Nursing; Department Head of Obstetric and Gynecologic Nursing

Madeleine S. Sugimoto, M.Ed., M.A., R.N., Assistant Professor of Nursing

Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing; Department Head, Baker Pavilion Nursing Service

Carolyn E. Wagner, M.A., R.N., Instructor in Nursing; Department Head of Outpatient Nursing

Eloise Werlin, M.S., R.N., Research Assistant

Rita Reis Wiczorek, M.A., R.N., Assistant Professor of Nursing

Frances J. Williams, M.A., R.N., Instructor in Nursing

Continuing Education Faculty

Nina T. Argondizzo, M.A., R.N., Assistant Professor of Nursing; Assistant Dean

Eddie Mae Barnes, B.S., R.N., Instructor in Nursing; Director of Nursing, Payne Whitney Psychiatric Clinic

Mary Bartlett, M.S., R.N., Instructor

Louise Battista, M.A., R.N., Instructor

Helen M. Berg, M.Ed., R.N., Associate Professor of Nursing; Department Head of Medical Nursing

Mary T. Bielski, M.A., R.N., Associate Professor of Nursing

Patricia Boos, B.S., R.N., Assistant in Instruction

Barbara Boyce, M.A., R.N., Instructor

Grace E. Brown, M.A., R.N., Instructor

Muriel R. Carbery, M.S., R.N., Professor of Nursing; Director of Nursing Service

Beatrice A. Chase, M.A., R.N., Assistant Professor of Nursing

Elaine Crimmins, M.A., R.N., Instructor

Virginia C. Dericks, M.A., R.N., Assistant Professor of Nursing

Alice DonDero, M.A., R.N., Assistant Professor of Nursing; Department Head of Pediatric Nursing

Dorothy Ellison, M.A., R.N., Associate Professor of Nursing; Department Head of Operating Room Nursing

Joanne Foster, M.A., R.N., Administrative Liaison, Assistant Director, Nursing Service

- Geraldine K. Glass, M.A., R.N., Assistant Professor of Nursing
- Alene Haas, M.A., R.N., Instructor
- Christina L. Haas, M.A., R.N., Instructor
- Alice Hugo, M.A., R.N., Assistant Professor of Nursing
- Helen King, M.A., R.N., Instructor
- Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Professor of Nursing; Dean of the School of Nursing
- Emelia Luddy, M.A., R.N., Instructor
- Margery Manly, M.A., R.N., Instructor
- Marjorie A. Miller, M.S., R.N., Associate Professor of Nursing
- Grace Moroukian, M.A., R.N., Assistant Professor of Nursing
- Diana Newman, M.A., R.N., Instructor
- Margaret J. O'Brien, M.A., M.P.H., R.N., Adjunct Assistant Professor
- Patricia M. O'Regan, M.A., R.N., Instructor
- Madeline Petrillo, M.Ed., R.N., Assistant Professor of Nursing
- Eva M. Reese, M.S., R.N., Adjunct Assistant Professor
- Lena J. Saffioti, M.A., R.N., Assistant Professor of Nursing
- Doris Schwartz, M.A., R.N., Associate Professor of Nursing
- Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing; Department Head of Surgical Nursing
- Marie D. Strickland, M.Ed., R.N., Assistant Professor of Nursing; Department Head of Obstetric and Gynecologic Nursing
- Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing; Department Head, Baker Pavilion Nursing Service
- Carolyn E. Wagner, M.A., R.N., Instructor in Nursing; Department Head of Outpatient Nursing
- Mamie Kwoh Wang, M.A., R.N., Assistant Professor of Nursing

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 1974

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

- Agnew, Jacqueline, Watertown, Connecticut (University of New Hampshire)
- Babbitt, Susan Lucille, Houghton, New York (Houghton College)
- Banisch, Stefannie Lora, Maywood, New Jersey (Douglass College)
- Barrett, Corinne, New York, New York (State University at Albany)
- Bellini, Carole Anne, New York, New York (Fairleigh Dickinson University)
- Bos, Donna Marie, Marion, Michigan (Calvin College)
- Buckley, Warren Douglas, Valley Stream, New York (Calvin College)
- Burke, Christine P., Endicott, New York (Wells College)
- Catalano, Roselinn Joy, Syosset, New York (College of New Rochelle)
- Cincotta, Marina L., Winchester, Massachusetts (Cornell University)
- Clark, Cynthia Anne, Servena Park, Maryland (Mount Holyoke College)
- Cooper, Wendy Sue, Oceanside, New York (Cornell University)
- Cox, Darlene Louise, Steelton, Pennsylvania (Cornell University)
- Cronenberg, Susan Harriet, Fairfax, Virginia (University of Florida)
- Day, Mary Ann, Mt. Kisco, New York (Wheaton College)
- Delzio, Marilyn, Purchase, New York (Goucher College)
- Duffy, Joanne Patricia, Flushing, New York (Queensborough Community College)
- Duffy, Mary Geraldine, Bronx, New York (Iona College)
- Dyson, Juliette Eva, Farmingdale, New York (Paul Smith College)
- Eckert, Margaret E., Ellenville, New York (Cornell University)
- Fitzpatrick, Ann Margaret, Blauvelt, New York (St. John's University)
- Forman, Sarah Edwards, New York, New York (Oberlin College)
- Gates, Karen Jane, Ithaca, New York (Goucher College)
- Gavin, Patricia M., Northbrook, Illinois (University of California)
- Gross, Robin Terry, Sayville, New York (Colby Jr. College)
- Groux, Mary Jo Therese, Paterson, New Jersey (St. Peter's College)

- Hann, Susan B., Marlton, New Jersey
(Douglass College)
- Headley, Margaret Rose, Dover, New Jersey
(Douglass College)
- Hiscock, Nancy Heller, East Hampton, New York
(Goucher College)
- Hoogerhyde, Linda Jane, N. Haledon, New Jersey
(William Patterson College)
- Hubbard, Eileen Clara, Brooklyn, New York
(Edgecliffe College)
- Jacobs, Carrie Hope, Lake Success, New York
(Boston University)
- Jensen, Pirie Jean, Indianapolis, Indiana
(Indiana University)
- Kaplan, Elaine Riva, Tenafly, New Jersey
(Finch College)
- King, Karen Diane, Kettering, Ohio
(Cornell University)
- Kurylo, Alycia Takla, New York, New York
(Fairleigh Dickinson University)
- Lanahan, Karen Ann, Flushing, New York
(College of New Rochelle)
- Lange, Dale A., Yonkers, New York
(State University of Oneonta)
- Levine, Lenore, Massena, New York
(University of Vermont)
- Linebaugh, Melodie Ann, Spring Creek,
Pennsylvania (Houghton College)
- Loveless, Lynn Marie, Stamford, Connecticut
(Regis College)
- Lundin, Linda Ruth, Warwick, Rhode Island
(North Eastern University)
- McLean, Sandra Lynn, Menlo Park, California
(Sacramento State College)
- Maroney, Maureen, Lynbrook, New York
(St. John's University)
- Meade, Elizabeth M., Jackson Heights, New York
(St. John's University)
- Merman, Robin Gene, Bayside, New York
(Hunter College)
- Milberg, Mona, Great Neck, New York
(State University at Albany)
- Moreno, Tracey Judith, Great Neck, New York
(Cornell University)
- Nelson, Deborah Webster, Slingerlands,
New York (Junior College of Albany)
- Ottman, Ava Marie, New York, New York
(Rosemount College)
- Pfeil, Amy Theresa, Deer Park, New York
(Valparaiso University)
- Radici, Suzanne Marie, Norwood, New Jersey
(Fairleigh Dickinson University)
- Redd, Sharon M., Pittsburgh, Pennsylvania
(Cornell University)
- Revell, Cynthia Jane, Winnetka, Illinois
(Foothills College)
- Ridley, Deborah Lynn, Englewood, New Jersey
(Muhlenburg College)
- Rinsdale, Helen Frances, Bronx, New York
(State University at Stonybrook)
- Rudansky, Deborah Jane, Garden City, New York
(Finch College)
- Sacco, Mona Joan, Lynbrook, New York
(College of New Rochelle)
- Scharadin, Sarah Meg, Orwigsburg, Pennsylvania
(Kings College)
- Schwartz, Marcee Ann, Sacramento, California
(Cornell University)
- Smith, Claire T. R., Woodside, New York
(State University at New Paltz)
- Smith, Helen Louise, New Hartford, Connecticut
(Hartford College for Women)
- Sumner, Susan Eileen, Schenectady, New York
(State University at Brockport)
- Surval, Laura Ellen, Elmont, New York
(Cornell University)
- Sylvester, Paula Jo, Dover, New Hampshire
(University of New Hampshire)
- Thurkauf, Gail Elizabeth, Waldwick, New Jersey
(Douglass College)
- Underhill, Alexandra, West Islip, New York
(Hofstra University)
- Van Bennekom, Carla Mary, Lynnfield,
Massachusetts (Michigan State University)
- Webb, David H., Yonkers, New York
(Mercy College)
- Weber, Elizabeth J., New Milford, Connecticut
(Cedarcrest College)
- Wielunski, Ellen Marie, Bohema, New York
(Suffolk Community College)
- Wildman, Moya Ann, Brooklyn, New York
(Cornell University)
- Zeek, Susan M., Williamsport, Pennsylvania
(Susquehanna University)

Program II

- Abbey, Joan Mamelock, Middletown, New York
(Kirkland College)
- Arida, Sandra Marie, Brooklyn, New York
(New York University)
- Benson, Carolyn Rae, Santa Barbara, California
(George Washington University)
- Bultemeier, Kaye Irene, Fort Wayne, Indiana
(Valparaiso University)
- Coffey, Mary O'Hare, Forest Hills, New York
(University of Miami)
- Constantine, Urania K., Holyoke, Massachusetts
(Westfield State College)
- Evans, Susan Anne, New York, New York
(Newton College)
- Fowler, Amanda Skouras, Sharon, Connecticut
(St. John's College)
- Frankel, Barbara Meg, Great Neck, New York
(Newcomb College)
- Freedman, Judith, New York, New York
(Hunter College)
- Geneson, Randye Barbara, Brooklyn, New York
(Brooklyn College)
- Grandinetti, Pamela Mary, Brooklyn, New York
(Marymount Manhattan College)

- Haesche, Carol Ann, Darien, Connecticut
(Boston University)
- Hansen, John Peter, Whitestone, New York
(Bradley University)
- Heavey, Sister Barbara Ann, Fresh Meadows,
New York (Mt. St. Vincent College)
- Hermanson, Susan Thomas, New York, New York
(Vassar College)
- Hilleary, Anne Stewart, Boston, Massachusetts
(Cornell University)
- Hubbard, Dana Ackerly, Boston, Massachusetts
(Vassar College)
- Hubka, Muriel Sue, Glen Ellyn, Illinois
(Mount Holyoke College)
- Hyams, Joanne Marie, Binghamton, New York
(Syracuse University)
- Inouye, Christine Haruko, Sacramento, California
(University of California, Los Angeles)
- Isner, Gale Frances, North Tarrytown, New York
(Vassar College)
- MacGuigan, Candace Cole, New York, New York
(Barnard College)
- Moser, Linda Ann, Norwood, New Jersey
(Fairleigh Dickinson University)
- Mueller, Elizabeth Fletcher, Irvington, New Jersey
(Trinity College)
- Naidoff, Leonard Charles, Elizabeth, New Jersey
(Herbert H. Lehman College)
- O'Hare, Elizabeth, Upper Saddle River,
New Jersey (Marymount Tarrytown College)
- Ondek, Janet Eleanor, Pittsburgh, Pennsylvania
(Duke University)
- Perry, Lizabeth, New Canaan, Connecticut
(Tufts University)
- Plasse, Adrienne Faith, Webster, Massachusetts
(Rhode Island College)
- Pool, Felicity Milliken, Dublin, New Hampshire
(Vassar College)
- Seligson, Celia Yvonne, New York, New York
(City College)
- Steinbart, Ellen Jeannette, Omaha, Nebraska
(Macalester College)
- Steinfeld, Mary Constance, Salem, Oregon
(University of Oregon)
- Taussig, Alice Wallace, Englewood, New Jersey
(Cornell University)
- Thomsen, Kathleen, Putnam Valley, New York
(Mount St. Mary College)
- Vernace, Frances Lucy, Bayside, New York
(Marymount Tarrytown College)
- Walstedt, Stephanie Karin, Reston, Virginia
(University of North Carolina)

Index

- Academic standing, 12
Acceptance, dates of, 9; fee, 14
Accreditation, 8
Administration, 21
Admission, 10; general requirements, 10;
 Program I, 11; Program II, 11
Applications, 11; dates for filing, 11; fee, 12;
 request for, 29
Armed Forces programs, 17
Army Nurse Program, 17
Assistance, financial, 15
Bills, payment of, 14
Biological science courses, 22
Calendar, 4
Care of the Adult Patient, 21
Clinical facilities, 16
College Scholarship Service, 15
Community Health, 21
Continuing Education, Division of, 19;
 application, 19; fee, 19
Cornell Medical Center, 5; Joint Board, 23
Cornell University, 5; administration, 23
Counseling services, 18
Courses, plan for Program I, 10; plan for
 Program II, 10; course descriptions, 21
Dean's List, criteria for, 12
Degree, requirements, 14; with distinction, 14
Department of Health, 19
Dimensions of Nursing, 22
Dismissal, 12
Division of Continuing Education, 19
Expenses, 14
Facilities, clinical, 19; for instruction, 19;
 recreational, 18; residence, 18
Faculty, administration, 23; continuing education,
 24; undergraduate, 24
Fees, 14
Financial assistance, 15; application for, 15;
 dates for administering, 11
Foundations of Nursing, 21
Government, School, 18
Grades, 12
Grants, 17
Guided Study, 22
Health services, 18
History of School, 7
Honor Society, 12
Human Behavioral Development, 22
Human Growth and Development, Theories of, 22
Information, request for, 29; visit for, 11
Interpersonal Processes in Nursing, 21
Introduction to Nursing, 21
Introduction to Research, 22
Instruction facilities, 19
Instructors, 24
Joint Administration Board, 23
Library, 19
Living out, 18
Loans, 15
Male students, 18
Married students, 18
Maternal-Child Nursing, 21
Navy Nurse Program, 17
New York Hospital, 7; administration, 23;
 facilities for instruction, 19
Nursing courses, 21
Nursing for Activation of Potential, 21
Nursing in the Social Order, 22
Nursing major, 8
Objectives, 8
Philosophy, 8
Professors, emeritus, 25
Program I, 6, 10, 11
Program II, 6, 10, 11
Public Health, course, 22
Recreational facilities, 18
Refunds, 15
Regents awards, 17
Register, 23
Registration, late, 14; state, 14
Reinstatement Fee, 14
Requirements, general, 10; Degree, 14
Research, Introduction to, 22
Residence, 18; male students, 18; married
 students, 18; single women, 18
Scholar Incentive Program, 15
Scholarships, 15
Sigma Theta Tau, 12
Social Order, Nursing in the, 22
Social science courses, 22
State registration for graduates, 14
Students, 25
Transfer fee, 14
Transition to Nursing Practice, 21
Tuition, 14
Undergraduate Program, 8
Visiting Nurse, 19
Visits to the School, 12
Withdrawal, 12; refund for, 14

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

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

(The writer should include his zip code.)

Request Form

- 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

- Program I (after two years of college)
 Program II (after four years of college)

_____ name

_____ street address

_____ city

_____ state

_____ zip

_____ date of birth

_____ name of high school

_____ address

_____ date diploma received or expected

_____ name of college

_____ address

List of Announcements

Following is a list of *Announcements* published by Cornell University to provide information on programs, faculty, facilities, curricula, and courses of the various academic units.

New York State College of Agriculture and Life Sciences
College of Architecture, Art, and Planning
College of Arts and Sciences
Department of Asian Studies
Graduate School of Business and Public Administration
Field of Education (Graduate)
College of Engineering
Engineering at Cornell
Graduate Study in Engineering and Applied Sciences
General Information*
Graduate School
Graduate School: Course Descriptions
School of Hotel Administration
New York State College of Human Ecology
New York State School of Industrial and Labor Relations
Law School
Medical College (New York City)
Graduate School of Medical Sciences (New York City)
Cornell University—New York Hospital
School of Nursing (New York City)
Graduate School of Nutrition
Officer Education (ROTC)
Summer Session
New York State Veterinary College

* The *Announcement of General Information* is designed to give prospective students pertinent information about all aspects and academic units of the University.

Requests for the publications listed above should be addressed to

Cornell University Announcements
Edmund Ezra Day Hall
Ithaca, New York 14850.

(The writer should include his zip code.)