

NATIONAL LEAGUE FOR NURSING
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DEPARTMENT OF BACCALAUREATE AND HIGHER DEGREE PROGRAMS

REPORT OF VISIT FOR ACCREDITATION PURPOSES
to the
UNIVERSITY OF MARYLAND, SCHOOL OF NURSING
Baltimore, Maryland

March 5-9, 1962

INTRODUCTION

Purpose of the Visit

The visit, recommended by the Collegiate Board of Review was made to validate and clarify data submitted by the faculty and to gather additional data concerning changes which had occurred since the report was submitted.

The following programs were visited for:

1. continuing accreditation of the baccalaureate basic program with public health nursing.
2. continuing accreditation of the general nursing program with public health nursing.
3. continuing accreditation of the masters program.

Responses to the comments and questions raised by members of the Collegiate Board of Review were shared with the visitors and will be appended to the report.

Visitors

Frances H. Cunningham, Professor of Nursing, Frances Payne Bolton School of Nursing, Western Reserve University
Mary F. Liston, Director, Mental Health and Psychiatric Nursing Advisory Service, National League for Nursing
Mrs. Edith C. Oakes, Associate Professor, School of Nursing, Syracuse University

Persons Interviewed

Dr. Wilson H. Elkins, President, University of Maryland
Dean Florence E. Gipe, School of Nursing
Dr. Ivor Kraft, Director, Children's Guild Training Project, Baltimore
Dr. Ronald Bamford, Dean of the Graduate School
Marguerite Temuni, Director of Nursing, Psychiatric Institute

Dr. Marjorie Sanderson, Director of Nursing, University Hospital
Dr. Helen E. Clark, Dean of Women, College Park
Howard Rovelstad, Director of Libraries
Margaret Hayes, Assistant to the Dean, School of Nursing
Mrs. Margaret A. Stant, Assistant Professor of Childhood Education
Lodislaus F. Grapski, Director of the University Hospital
Alice Sundberg, Director of Public Health Nursing, Baltimore City Health Dept.
Dr. Wilson M. Wing, Health Officer, Southern Health District, Baltimore City
Health Dept.
E. F. Cooper, Director of University College, Baltimore
Frances Wickham, Assistant Professor of Public Health Nursing - a dual
appointee in University College and the School of Nursing

Individual meetings were held with various faculty members of the School
of Nursing.

Group Meetings

Undergraduate faculty
Graduate faculty
Undergraduate students
Graduate students

Visitors had the opportunity to meet individually and in groups with medical
and nursing service personnel in the clinical agencies visited.

Classes Attended

Nursing 152 - Psychiatric Nursing - seminar presentation - 14 students -
four instructors
Nursing 156 - Public Health Nursing - student case conference - three students
and a faculty member

Resources and Facilities Visited

University of Maryland Hospital
Baltimore City Health Department, Southern Health District
Montebello State Hospital
Spring Grove State Hospital
The Children's Guild of Baltimore
McKelden Library - College Park Campus
Library of the Health Sciences - Baltimore Campus
Whitehurst Hall - Baltimore
Student Residence - Baltimore
Student Union - Baltimore
University of Maryland, Psychiatric Institution

PHILOSOPHY AND PURPOSES

(See School's Report, pages 1-7)

The curriculum and other materials, reviewed by the visitors, the faculty and administrative officials, and the undergraduate and graduate students gave evidence that the philosophy and purposes of the school were being implemented as described in the school's report and in the responses to the reviewer's comments.

ORGANIZATION AND ADMINISTRATION

(See School's Report, pages 7-13)

The School of Nursing is an autonomous unit within the University with the Dean directly responsible to the President. It is evident that the Dean is well known and respected by the various administrative officers and that she has easy access to the President. Various faculty members have served on different committees of the University. The budget for the School of Nursing has more than doubled in the last 5 years (\$262,814 - \$614,703) and the number of faculty has increased from 27 to 45. About 40 percent of the budget is money from grants but the President said that, while it would be difficult, the University would do everything possible to continue the programs should funds from grants be discontinued.

Agreements are on file, signed, and up-to-date for the use of facilities of the following agencies:

Montebello Hospital, Baltimore City Hospital, Spring Grove Hospital, Springfield Hospital, and the Baltimore City Health Department. While there is no formal contract with the University Hospital, there is a very congenial working relationship between the faculty of the School of Nursing and the administrative staff of the hospital. The faculty has freedom to use any of the clinical facilities of the hospital as needed for student experience, to select student assignments and to supervise and direct the experiences as they choose. Offices for the faculty are available in the clinical units and the nursing students and medical students share the use of conference rooms.

A few years ago a University Committee was appointed to study and make recommendations regarding the way in which the University faculty should be organized. The School of Nursing was represented on this Committee. The plan accepted and approved by the Board of Regents, September, 1955, consists of two bodies: "the University Faculty Assembly, which shall be the general electorate, and the University Senate which shall be a representative body and shall consist of elected and ex-officio members of the University Faculty Assembly to act for the faculty in legislative and advisory capacities."

The University Faculty Assembly is composed of all full-time employees engaged in instructional and/or research activities who hold academic rank of instructor or higher, employees in administrative positions, and other full-time employees approved by the University Senate.

The University Senate consists of elected representatives from each college and school who hold rank of assistant professor or above and ex-officio members who are administrative officers. There is one elected representative for each eleven members of the faculty of each school. The University Senate formulates and recommends educational policies, student life and activities, and employment of the instructional and research staff of the University. The Senate sets up any committees needed to perform its function, such as executive committee, committee on educational policy, admissions, programs, curricula, courses, etc.

Each School or College is organized on a similar pattern. There is a School of Nursing Faculty Assembly composed of all full-time employees who hold academic rank of instructor or higher and a School of Nursing Faculty Council which consists of the Dean and elected representatives who hold rank of assistant professor or above. There is one elected representative for every five assembly members. The faculty council really acts as an executive committee of the faculty between meetings of the Faculty Assembly and appoints standing committees.

There is a curriculum committee for the undergraduate programs and another for the graduate programs. Subcommittees are appointed to study specific areas of the curriculum and to report to the curriculum committee. Any major curriculum change (such as discontinuing a course, adding a course, etc.) would be accepted by the curriculum committee concerned and the recommendation taken to the Dean. In case of recommendations concerning the undergraduate programs, the Dean takes the recommendation directly to the Committee on Programs, Curricula and Courses of the University Senate and if approved by the Committee it is taken to the Senate. In case of changes in the graduate curricula, the recommendations from the graduate curriculum committee would be taken by the Dean to the Dean of the Graduate School and then to the Senate Committee on Programs, Curricula, and Courses and on to the Senate. All action of the Senate is reported back to the Faculty Assembly.

Minutes of the Faculty Assembly and Faculty Council and all committees were made available to the visitors and were reviewed.

FACULTY AND FACULTY ORGANIZATION

(See School's Report, Exhibit A preface)

The faculty data sheets were analyzed as follows:

Growth of Faculty with Growth in Enrollment*

<u>Students</u>	<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>
Basic	214	232	227	271	312	350
BGN-full-time	9	8	12	18	12	33
Grad. full-time and part-time	16	19	37	48	58	69
	<u>239</u>	<u>259</u>	<u>276</u>	<u>337</u>	<u>382</u>	<u>452</u>

Faculty

Prof.	2	2	3	2	3	2
Asso. Prof.	6	6	5	7	6	6
Asst. Prof.	8	8	10	9	11	11
Inst.	7	12	15	16	16	20
Asst. Inst.	<u>4</u>	<u>9</u>	<u>7</u>	<u>7</u>	<u>8</u>	<u>6</u>
	<u>27</u>	<u>37</u>	<u>40</u>	<u>41</u>	<u>44</u>	<u>45</u>

*Taken from Dean Gipe's reports to President Elkins; BGN part-time students not included.

Faculty Preparation and Clinical Specialties*

<u>Clinical Areas</u>	<u>Total</u>	<u>RN</u>	<u>BS</u>	<u>MS</u>	<u>Nurs. Spec.</u>	<u>Funct. Ed.</u>	<u>Other</u>
Medical-Surgical	15	1	4	10	7	10	
Mat-Child Health Coor.	1			1	1	1	(Ed.D pending 1963)
Obstetrics	5	1	1	3	3	3	
Pediatrics	4		2	2		2	
Psychiatry	8			7	7	7	1 Ph.D
Public Health	5		1	4	3	2	(1 Ph.D History pending 1963)
Total	38	2	8	27	21	25	1 Ph.D

*Administrative and non-nursing faculty not included.

Nursing Faculty - Diversity of School Backgrounds

<u>Masters Degree</u>	<u>Doctoral Degree</u>
1 - U. of North Carolina	2 - U. of Maryland
1 - U. of California	
1 - Western Reserve U.	<u>Pending 1963</u>
2 - Columbia	1 - U. of Maryland
2 - Boston U.	1 - U. of California
2 - Emory U.	1 - American U.
2 - U. of Pennsylvania	
3 - Catholic U.	
16 - U. of Maryland	

The 1961-62 Faculty
by
Year of Appointment, Rank, and Major Area of Responsibility

Year App't.	# App't. Still on Fac.	Rank (1961-62)					Work Areas (1961-62)					
		Ass't Instr.	Instr.	Ass't Prof.	Asso. Prof.	Prof.	MS	MCH	PH	Psych.	Adm.	Non Nurse
1946	1					1					1	
1947	3			2	1				1		2	
1948	2				2		1	1				
1949	-											
1950	1			1					1			
1951	2				2			1			1	
1952	1				1				1			
1953	1			1								1
1954	-											
1955	2			1		1			1		1	
1956	2			2			1					1
1957	3		2	1				1		2		
1958	-											
1959	7	1	5	1			1	3		3		
1960	7	2	3	2			6			1		
1961	14	6	7	1			6	4	1	1		2

University of Maryland - School of Nursing
Years of Service Represented by Present Faculty

Years of Service	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
No. of Faculty	14	7	7	-	3	2	2	-	1	1	2	1	-	2	3	1

STUDENTS

(See School's Report, pages 23-35)

Number of students enrolled as of March 1, 1962:

Basic Baccalaureate

Freshmen	119
Sophomores	84
Juniors	52
Seniors	61

Bachelors in General Nursing

Full-time	55
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Masters Degrees

	<u>Full-Time</u>	<u>Part-Time</u>
Medical and Surgical Nsg.	20	9
Psychiatric Nursing	17	1
Administration	10	13
Maternal and Child Nsg.	<u>17</u>	<u>4</u>
	64	27

The policies in effect for students are as described in the Report, pages 23-35. The undergraduate basic students are located on the campus at College Park for the first two years of the program where they may live in any of the residence halls or in sorority houses. When they transfer to the Baltimore Campus at the beginning of the summer session following the Sophomore year, they live in the residence which is located directly adjacent to the School of Nursing building on the Baltimore campus. The two residence directors employed to supervise this dormitory, are directly responsible to the Dean of Women who is located in College Park. Students pay for their room according to the type of room occupied. Most of the rooms are double, but some are single and a few are single with private bath. While on the Baltimore campus, students purchase meals at the Student Union or in the University Hospital Cafeteria.

Students who have a grade point average of 2.5 may work in University Hospital 8 hours per week and those with a grade average of A may work 12 to 16 hours per week. This is optional with the students as in other types of employment. In talking with a group of 10 students about half of them had worked in the Hospital and thought it had been a very good experience as well as a help financially.

The health service on the Baltimore campus is organized for each school individually. There is a good counseling service on the College Park campus, but no extension of the service on the Baltimore campus. As the Baltimore campus is growing rapidly, there is discussion of establishing a health service which will serve all the students in the schools located in Baltimore, (medical, pharmacy, social work, and nursing).

Basic students are admitted through the Admissions office on the College Park campus. The faculty of the School of Nursing has the privilege of establishing admissions standards (such as high school courses required, grades, etc.) and the admission officers carry out the admissions procedure.

Selected records of students in the undergraduate basic program were reviewed by the visitors.

Admission to the general nursing program is based on a review of transcripts from high school, diploma nursing program, other college transcripts and recommendations relating to personal and professional experience and results of the graduate nurse examination.

Admission to the graduate programs is based on meeting the requirements of the School of Nursing and the Graduate School of the University. Applications for admission are reviewed by the faculty members in the appropriate nursing departments and recommendations are made for admission or rejection. The dean of the School of Nursing acts on the faculty recommendation and the application is sent to the Dean of the Graduate School who also reviews the record. Notification of acceptance or rejection is sent to the prospective student by the Dean of the Graduate School.

Review of graduate student records indicated serious screening and evaluation of each student. Records reviewed included students applying for admission, students currently enrolled and students who had completed requirements for the degree.

RESOURCES, FACILITIES AND SERVICES

(See School's Report, pages 36-50)

The School of Nursing administrative and instructional offices, classrooms, seminar and conference rooms are located in Whitehurst Hall, a new three-story building designed for and built for the School of Nursing. It is situated on the Baltimore campus adjacent to the School of Pharmacy, the Women's Residence, and the University Hospital. Classroom space is shared with other schools of the Health Professions.

The Women's Residence is open to all women students on the Baltimore campus. Across the street from the School of Nursing is the Baltimore Union Building. This was built in 1960 and includes attractive cafeteria and dining facilities, meeting rooms, recreation rooms and lounges.

Library facilities include McKelden Library on the College Park campus and the Health Science Library in Baltimore. Both are new buildings and provide the maximum in terms of library services. Students also utilize the library resources in the clinical agencies and public and private libraries in Baltimore and Washington.

All clinical agencies utilized for student practice are within twenty to thirty minutes commuting distance. It seemed apparent that in the agencies visited cooperative and congenial relationships existed between University of Maryland faculty members and agency personnel. The city of Baltimore offers a wide variety of health agencies that may be utilized for educational purposes.

CURRICULUM DEVELOPMENT

(See School's Report, pages 51-55)

CURRICULUM AND INSTRUCTION IN BACCALAUREATE PROGRAMS

(See School's Report, pages 55-82)

Basic Baccalaureate Program

The basic baccalaureate program is described on pages 55-86 of the Report. The changes as proposed on page 62 are being put into effect starting with the Freshman class admitted to the College Park campus September 1961. The course, Childhood Education 110 - Child Development, is being given to the Sophomores this year. It is a broad course on growth and development up to the age of 12 years and includes observation in the nursery school and kindergarten for $\frac{1}{2}$ day a week for one semester. It is taught by the Professor of Childhood Education in the Department of Education. The nursery school and kindergarten are on the College Park campus where the facilities are good and learning experiences are provided for the students in Education in Nursing and in Home Economics.

Nursing 7 (Nursing II) is given for 5 weeks during the summer following the Sophomore year and is the first experience for the student on the Baltimore campus. It includes simple nursing measures to provide for hygiene and comfort of the moderately ill or convalescent patient.

During the Junior year, $\frac{1}{2}$ of the class has Nursing 105 (Maternal and Child Health) and $\frac{1}{2}$ of the class has Nursing 102, (Medical and Surgical Nursing I) during the first "semester" and are rotated for the other course during the second "semester". These terms do not correspond to the usual university calendar but are 24-26 weeks in length each. This results in the student being in school 48 weeks during the Junior year. The students register for the Fall semester about the middle of August and it terminates about the first week in February when the regular university semester ends. The Spring "semester" starts at the regular university spring semester registration time but extends through July. Students are on vacation in August for four weeks.

The Senior year starts about September 1st and is divided into three 13 week terms devoted to Public Health Nursing, Psychiatric Nursing, and Medical-Surgical Nursing II. During both the Junior and Senior years the theory of the clinical courses is given concurrently with the practice for the duration of the time allotted to the "term" or "semester". The courses such as cultural anthropology, theory of exercise, biostatistics, etc., are given for 15-16 weeks on the regular University semester calendar. Students graduate in June with the regular University Commencement.

During the clinical courses the faculty use various methods of teaching and supervision with much instruction being given at the bedside. The ratio of faculty to student in all areas except psychiatric nursing is about 1-6. In psychiatric nursing it is about 1-3 or 4. There is a rich variety of clinical experiences from which the faculty may choose the students' assignments.

Junior Year

Nursing 102 (Medical and Surgical Nursing I, 10 semester hours) includes approximately 5 weeks in medical units, 5 weeks in general surgical units, 2 weeks in the recovery room, 2 weeks in the Out-Patient Department (observation, mostly), 5 weeks in operating room, 2 weeks in care of urological patients, 2 weeks in care of orthopedic patients and 2 weeks in care of neurological and neurosurgical patients. Most of the specialty areas are suggested in separate units so that students are moved from unit to unit as necessary for learning experiences.

The course Nursing 105, (Maternal and Child Health, 10 semester hours) is divided into two thirteen week periods. The approach is family centered and some content is given to the entire group and other content given while the student is in pediatric units and obstetric units. There seems to be rich learning opportunities in each area. It would seem unique that the School of Nursing employs a school teacher for the children in the pediatric unit not only because the children need the instruction, but the students need the experience of seeing a skilled teacher work with children and to learn more about child behavior. There is also a well equipped play room and a director of play activities in the pediatric wards. Students have the opportunity to work with patients in some areas, but in others, the visiting hours are such that the student does not see much of the parents. The students are in the pediatric Out-Patient Department two weeks and in the prenatal clinics two weeks. Each student selects a family and in most instances, she can follow the matter through the clinic, admission to the hospital, labor and delivery, postpartal care and discharge. Frequently the student can visit the patient after discharge with a student having experience in Public Health Nursing or with a faculty member. The visit is planned through the public health agency. Some of the units provide rooming in experience and two weeks is spent in the premature unit.

While in the courses, Medical-Surgical Nursing I and Maternal and Child Health, students are in the clinical setting 20 hours per week and 10 hours is allotted to classes, conferences, and seminars. This results in 480-520 clock hours of clinical practice and 240-260 clock hours of classes and discussion for which 10 semester hours of credit is granted.

Senior Year

During the course, Nursing 152, (Psychiatric Nursing, 5 semester hours) students have 7 weeks experience in the Psychiatric Institute, a teaching hospital with about 70 patients, and 6 weeks experience in Spring Grove

Hospital, a State Hospital with about 2,200 patients. The faculty student ratio of 1-3 makes it possible to utilize to advantage the rich learning opportunities offered in both hospitals.

While students are taking Nursing 150 (Medical-Surgical Nursing II, 5 semester hours) they have 3 separate and distinct types of experiences as follows: 4 weeks at Montebello Hospital, which is a 350 bed hospital for chronic diseases and rehabilitation, 4 weeks at Baltimore City Hospital in tuberculosis nursing, and 5 weeks in University Hospital during which the student may elect the area in which she would like to have additional experience. They may choose a ward unit and have some assistant charge nurse experience, the recovery room, the operating rooms, the neurosurgical unit, cardiac surgical unit, emergency ward, etc. The instructional units seem quite distinct, but there is a unifying focus on helping students to deal with more complex nursing problems in greater depth, and in observing or participating in the interdisciplinary team. The rehabilitation facilities of Montebello Hospital are excellent and students have an opportunity to work with physical therapists, occupational therapists, vocational counselors, speech therapists, social workers, research workers, and physicians and nurses. It was evident that the hospital staff welcomes the students and enjoys working with them.

While taking Psychiatric Nursing and Medical-Surgical Nursing II, students are in the clinical setting 20 hours per week and 10 hours devoted to classes, conferences, and seminars.

In all the clinical areas, the faculty members seemed to be well accepted and the nursing service staff understood the educational program and were in agreement with the philosophy and plan of instruction for the students. The faculty members were enthusiastic, outgoing, comfortable individuals and the learning climate seemed to be stimulating and permissive for students to question actions and to make their own decisions within the limits of their learning and progress. The students appeared to be happy, enthusiastic learners who sincerely liked nursing and were looking forward to graduation and a career in nursing.

Public Health and Public Health Nursing

Nursing 153 - Public Health - 2 credits

Central Objective - Knowledge and understanding of the principles of prevention of disease, the promotion of the health and welfare of the citizens of the community in an organized public health setting, including some concepts of epidemiology.

Units I Development of Public Health

II Administration and Organization

III Epidemiological approach to certain health problems in public health

Instructors:

Dr. Wilson M. Wing, Health Officer, Western Health Association,
Baltimore City Health Department

Mrs. Kathryn Wohlsen, Associate Professor, Public Health Nursing

* See attached qualifications - Dr. Wing

This course is offered once a year in the Fall semester for the basic baccalaureate students. Though the formal teaching is done mostly by Dr. Wing, the planning of content is done with Mrs. Wohlsen. Example (at Mrs. Wohlsen's suggestion the parade of specialists, sanitarians, etc., is no longer a part of this course. Since this course is offered only once a year it is concurrent with, or precedes, Nursing 156, Public Health Nursing.

Biostatistics and Health Education are not included in the above since they are covered separately as follows:

Nursing 158 - Biostatistics - 3 credits. Fall or Spring Semester, Senior Yr.

Central Objective: "The objective of the course is to orient the student in the proper interpretation of observational data, and to evaluate quantitative aspects of medical literature."

Instructor:

Matthen Tayback, Assistant Professor of Biostatistics, Assistant Commissioner of Health for Research and Planning, Baltimore City Health Department

Health 120 - Teaching Health - 3 credits, Fall or Spring Semester, Senior Year

Course Objective: "The purpose is to prepare nurses to teach correct health concepts and practices to patients, groups, and individuals in a hospital-community setting. The basic theme is that of healthful living and attending to personal and community health problems and requires understanding of sound health principles and practices. It is felt that nurses have many opportunities to help people gain these understandings."

Special Projects:

Construction of teaching or resource unit (individual)
Group project (arranged with public health nursing instructor)
Group work
Planning field trips

Instructor:

Warren R. Johnson, Professor of Physical Education and Health

Nursing 156 - Public Health Nursing - 5 credits - approximately 390 hours.
13-week term - Senior Year

(Note: Change from catalog page 22 which lists)

(Nursing 156 - Public Health Nursing I - 2 credit theory)

(Nursing 157 - Public Health Nursing II - 4 credit practice)

Central Objective: "Knowledge, understanding and appreciation of the principle function and scope of public health nursing and the ability to perform satisfactory public health nursing service under guidance in an organized official public health nursing agency."

Contributory Objectives: Twenty-four contributory objectives including role of nurse in school health program, industrial health, planning for family nursing, working with committees and citizens' groups, etc.

Instructors:

Mrs. K. Wohlsen - Associate Professor, Public Health Nursing
Mrs. M. Grotefend - Assistant Professor, Public Health Nursing
Miss M. Baer - Assistant Professor, Public Health Nursing
Miss A. Dougherty - Assistant Professor, Public Health Nursing

There is a written agreement (renewable annually) between the City of Baltimore Health Department and the University of Maryland, School of Nursing for the placement of students and faculty in four of the Health Department's District Offices. The agreement states "students and instructors are academically responsible to the School of Nursing....and professionally responsible to the Baltimore City Health Department."

The placement of faculty with students for the "purpose of teaching, supervising and assisting them with their personal problems" began in 1951 when students from the University of Maryland diploma programs were assigned for a public health nursing field experience.

Presently, each public health nursing faculty member is responsible for the 30 hours of theoretical content as well as clinical teaching of the students assigned to her. No instructor is responsible for more than six students and it is usually less.

Common content is covered, each instructor individualizing teaching to individual students and clinical content available. Each student does an intensive study of one family (writes a Family Case Study); works in a nursing district with that staff nurse as an advisor (shadows her as an orientation), carries a limited case load, works in schools, child health conferences, maternity and tuberculosis clinics. Students plan and teach at least one group class with guidance from instructor and use of methods and content from Health 120. The public health nursing faculty meet weekly to share their plans and problems. A meeting with agency personnel, Miss Sundberg, Director of Public Health Nursing and the supervising nurses in the Southern District indicated excellent relationships and a warm feeling for the part the School of Nursing of the University of Maryland is playing in the preparation of public health nurses.

The course Nursing 154, (Principles of Management in a Nursing Unit, 2 semester hours), is given during the first semester of the Senior year. The purpose of the course is "to acquaint the student with the elements and principles of administration as they relate to the management of various nursing units and the interdepartmental relationships of health agencies." It is given to both R.N. and basic baccalaureate students. Some of the assignments include: "1) draw an organizational pattern for a nursing unit, 2) write the qualifications, functions, and a job description for one employee on your unit, 3) plan the ward staffing for one day, one week, and one year according to the number of nursing hours required, 4) make out the weekly hour sheet...., 5) prepare the nursing budget for the personnel in your unit, 6) prepare a cost analysis for medicines administered on your unit...."

There seems to be little opportunity for the students to carry out these activities in the clinical setting and little opportunity for experience in team leadership as the units in University Hospital do not have organized nursing teams. The course is mostly theoretical.