BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

DEPARTMENT OF NURSING

COURSE SYLLABUS

Title of Course:  NURSING PROCESS LEVEL II: OBSTETRICAL AND PSYCHIATRIC NURSING
Course Number:  NUR 211
Lecture Hours:  4
Lab Hours per week:  12
Credits:   8

A. Description
NURSING PROCESS LEVEL II is composed of a seven week Maternal and Newborn Care component and a seven week Psychiatric Mental Health Nursing component. The Maternal and Newborn Care component focuses on the role of the nurse in the care of the childbearing family during the antepartal, intrapartal, and the postpartal phases of the maternity cycle, as well as the immediate care of the normal newborn and premature infant. The Psychiatric Mental Health Nursing component introduces the student to basic mental health concepts, interventions in crisis and family violence, severe mental health disorders, and substance use disorders highlighting treatment for individuals and families from within the community.

B. Prerequisites:  
Co-requisites:  
NUR. 112, BIO 426, PSY 240 or SOC. 100
BIO 420

C. Teaching-Learning Strategies/Methods of Instruction
Lecture/discussion/case study
Audio-visual presentations
Specified reading assignments
Specified evidence-based practice assignments
Selected Web-sites
Laboratory experience (techniques and clinical lab)
Individual written assignments (e.g., computerized concept map nursing care plan)
Pre and Post-conferences (student clinical presentations, case report scenarios)
Clinical Simulations (e.g., Human Patient Simulator)
Independent Study
Group assignment
Individual/Group Tutoring
D. Objectives

**PROVIDER**

**Over-All Outcome Criteria:**
Upon completion of the program, the graduate will demonstrate critical thinking by applying the nursing process consistent with evidence-based practice as a basis for decision-making and clinical judgments in order to develop and implement a plan of care for an individual or group of clients with common, complex health care needs in the acute and long-term care settings and community-based settings, integrating knowledge of legal and ethical standards of practice. S(he) will demonstrate competence with current technologies in the delivery of nursing care.

**Level II Outcome Criteria:**
At the end of the second semester, the student will demonstrate critical thinking by translating principles of the nursing process to a plan of care for clients with specialized health needs in the acute and community-based settings utilizing knowledge of legal and ethical standards of practice. S(he) will demonstrate competent use of technology to enhance patient care.

**MANAGER OF CARE**

**Over-All Outcome Criteria:**
Upon completion of the program, the graduate will use sound judgment and safe decision-making to manage the care of a group of clients. (S)he will delegate assignments based upon the experience and/or education of health team members, being accountable for care given. The graduate will understand the impact of effective team functioning on safety and quality of care.

**Level II Outcome Criteria:**
At the end of the second semester, the student will compare and contrast the role of other members of the interdisciplinary health care team. (S)he manages the care of an individual or family unit utilizing sound judgment and safe decision making. The student will understand the significance of interdisciplinary functioning in delivery of safe and quality patient care.

**COMMUNICATOR**

**Over-All Outcome Criteria:**
Upon completion of the program, the graduate will independently and in collaboration with health team members, clients, families, and significant others, incorporate effective therapeutic communication techniques in promoting health and preventing illness among people from culturally, ethnically, and socially diverse backgrounds with varied health care needs.

**Level II Outcome Criteria:**
At the end of the second semester, the student will utilize principles and techniques of therapeutic communication in interaction with health team members, clients, families, and significant others from culturally, ethnically, and socially diverse backgrounds, demonstrating an awareness of the nurse’s role in the therapeutic relationship.
D. Objectives (cont’d)
MEMBER WITHIN THE DISCIPLINE OF NURSING

Over-All Outcome Criteria:
Upon completion of the program, the graduate will be knowledgeable and actively participate
in endeavors that promote critical thinking, support evidence-based practices, and foster
personal and professional growth.

Level II Outcome Criteria:
At the end of the second semester, the student will function as a participant observer in
selected community activities which enhance personal growth and awareness of resources
which contribute to professional growth. S(he) will explore the effectiveness of evidenced-
based social support as a community resource for client and family.

E. Required Textbooks


Current Year Nursing Drug Handbook & Current Guide to Laboratory & Diagnostic
Procedures (any publisher is acceptable)

Recommended Textbooks
Philadelphia: W.B. Saunders.


F. Evaluation and Requirements of Students
1. Departmental examinations
   a. Unit Examinations 40% (2 Psych. 20%) - (2 Obstetric 20%) (Time – 1 hr 15 min)
   b. Midterm Examinations 20% (Psych. 10%) - (Obstetric 10%) (Time – 1 hr 15 min)
   c. Final Examination 40% (Psych. 20%) - (Obstetric 20%) (Time – 2 hr 30 min)

   Minimum passing grade is "C" (73); “C+” (77) for students repeating the course.
   Lateness: All exams will begin and end on time. The instructor will determine if a
   student arriving late can sit for the exam. No additional time will be allotted to
   complete the exam.

2. Examination guidelines
   Make-up Examinations: Should there be extenuating circumstances, an instructor may
   excuse a student from taking an exam prior to the exam. Once the examination has been
taken, the grade received stands, (i.e., bringing in a doctor’s note to corroborate an illness
   AFTER an examination has been taken will not be accepted).
F. Evaluation and Requirements of Students (cont'd)

2. Examination guidelines (cont’d)

Immediate arrangements must be made with the instructor to schedule a date to take the make-up exam. Only **ONE** make-up exam per course will be permitted. In Nursing 211, this includes both the Maternal-Newborn and Psychiatric Nursing Care components. Make-up exams may be given at the end of the semester at the discretion of the instructor.

The grade for each exam is determined **ONLY** by the score on the scantron answer sheet (multiple choice and multiple response questions), plus the scores for the fill-in drug calculations and alternative item format questions (e.g., fill-in diagram(s) and fill-in prioritizing/ordered response question(s), if applicable).

**Review of examinations:** In order to maintain the security of the Nursing Department’s course examinations, students may:

(a) Review each unit and midterm exam **only once before the last day of classes for the semester.**

(b) **NOT** review the final examination if they **passed** the course

(c) Review the final examination only **once** if they **failed** the course.

**Standardized Achievement Test**
There is no standardized exam for the Obstetric component. Students will be required to take a combined Maternal/Child exam at the end of NUR 313 Pediatric Nursing Care.

3. Clinical evaluation

a. **Clinical laboratory:** the clinical lab is an extension of the classroom. The grade, as determined by use of the clinical evaluation tool, is either satisfactory (S) or unsatisfactory (U). Therefore, unsatisfactory performance in the clinical laboratory will result in a failure (F) in the course. Students are required to review and sign the clinical evaluation tool (3rd week and final clinical evaluations) before a final grade will be submitted.

**NOTE:** Each student must meet the requirements in the clinical lab as well as in the practicum to successfully pass the clinical component of the course. Failure in the clinical component will result in failure of the course or not be allowed to progress in the program. Please be reminded that the Techniques/Media Laboratory and the scheduled clinical day in the Human Patient Simulator Laboratory are considered part of your clinical experience; therefore, **ATTENDANCE IS MANDATORY.**

b. **Clinical Skills/Assignments:** Chapters from the required Study Guide workbook are outlined in the class syllabus for the following areas:

- Intrapartum (Labor & Delivery)
- Postpartum
- Newborn Nursery
F. Evaluation and Requirements of Students (cont'd)

3. Clinical evaluation (cont’d)
   b. Clinical Skills/Assignments (cont’d):
      1. Computerized Patient Care Map: Must be submitted on the due date. For NUR 211, the Care Map must include a completed Obstetrical Database. Failure to submit all parts of the Patient Care Map will result in a grade of INC.
      2. Individual Patient Care Assignments in the clinical area.
      3. Students are required to review and sign both the three (3) week clinical evaluation tool and the final clinical evaluation tool before a final grade will be submitted.
      4. Please note: each student must meet the requirements in the clinical lab as well as in the practicum to successfully pass the clinical component of the course. Failure in the clinical component is failure in the course.
      5. The Techniques/Media lab and the scheduled clinical day in the Human Patient Simulator Laboratory are considered part of your clinical experience; therefore, attendance is mandatory.

c. Practicum: All NUR 211 students are required to go to the techniques lab to master skills before the practicum. Each student will be scheduled on a designated day in the College Techniques Lab. During the Practicum, each student will be expected to demonstrate minimum competency in the following skills:
   - Sterile Dressing
   - IM and Sub-Q injections
   - Catheterization
   - Drug calculations

Each student is required to practice the Practicum skills in the Techniques/Media Laboratory a minimum of three times before the scheduled Practicum date. The practice sessions will be documented on the PRACTICUM SKILLS PRACTICE FORM. The completed form must be presented to the classroom instructor prior to or on the date of the Practicum. Students who have not completed the three practice sessions will not be permitted to take the Practicum and therefore, will automatically fail the course.

If a student does NOT demonstrate knowledge of safety, (s) he must make an appointment to practice the needed skill(s) NOT performed satisfactorily with an instructor in Nursing 211 to repeat the skill(s) until proficiency in that skill(s) is (are) demonstrated. FAILURE TO DEMONSTRATE PROFICIENCY/SAFETY IN PRACTICUM SKILL(S) BY THE END OF THE SEMESTER WILL RESULT IN CLINICAL FAILURE.

Note: The criteria used for evaluating selected skills will be based on the required clinical nursing techniques text.

4. Dosage Calculation Competency
   Accurate dosage calculation and medication administration are essential for safe nursing practice. All students enrolled in Nursing 211 must demonstrate competency in dosage calculation before administering medications. Students will not be permitted to administer medications without demonstrating competency and safe practice in drug dosage calculations. Students unable to demonstrate safe practice in dosage calculations will be withdrawn from Nursing 211.
F. Evaluation and Requirements of Students (cont’d)
4. Dosage Calculation Competency (cont’d)
   • Passing score is 80%.
   • Each test will consist of 10 questions (5 related to Psychiatric nursing and 5 related to Maternal-Newborn nursing).
   • Students will have ONLY three (3) opportunities to achieve a passing score (8 out of 10 math questions). If, after the second attempt a score of 80% is not achieved, the student will be referred to the Nursing Department’s and/or Math Department’s tutoring lab.
   • Following the tutoring session(s), the student must pass a drug calculation test within
   • All dosage calculation tests must be completed with the first three weeks of the semester.
   
   Students who do not achieve a score of 80% following the tutoring sessions will not be allowed to continue in Nursing 211 for the semester.

G. Clinical Policies
1. Uniforms and Identification:
   a. Clinical requirements include:
      1. ALL students are mandated to meet the affiliating clinical agencies’ requirements (e.g., IDs, drug screening, criminal background checks, fingerprinting, HR orientation, employee health physical) PRIOR to the first day of clinical.
      2. Must wear the required standard BMCC uniform, white nursing shoes (NO sneakers), and plain white hose/socks.
      3. Articles of clothing required for religious observance will be permitted.
      4. Students are required to wear their name pins as well as their BMCC identification badges, and any required ID from the healthcare agency.
      5. All students must be equipped with current year drug handbook, bandage scissors, stethoscope, watch with second hand, and pen with black ink.
      6. Hair should be neat and clean, off the shoulders, and not interfere with physical and/or visual nursing activities.
      7. Nails are to be kept clean and short. Nail tips should be less than ¼-inch long. Nail polish, artificial nails, or extenders are not permitted.
      8. No jewelry is to be worn on the clinical unit, except for a watch with second hand, wedding band, and small post earrings (no dangling earrings).
      9. Absolutely no perfume, cologne or other fragrance is to be worn while in the Maternal-Newborn clinical area.
      10. Surgical Scrubs are not to be worn from home or off the clinical units. The BMCC uniform is to be worn to and from the clinical area. Students may be required to purchase their own scrub uniform to be worn in Labor and Delivery, as many of our clinical sites no longer provide these for students.
   
   Students who do NOT comply with the clinical requirements will be dismissed and the day counted as a clinical absence.
G. Clinical Policies (cont’d)

2. Punctuality:
Each student is required to be in the clinical area promptly at 8:00 AM or the assigned hour. Attendance at pre-conference is a necessary pre-requisite in giving nursing care. Therefore, late students will be dismissed and that day counted as a clinical absence. **ONE (1) MINUTE AFTER 8:00 AM OR THE ASSIGNED HOUR IS LATE.**

3. Absence:
Each student is allowed a maximum of **one (1) clinical absence (day) per semester.** This clinical absence day CANNOT be the first day at each clinical site, HPS day, and last day at each clinical site. This clinical absence is part of the total allowable absences of 17 hours for the course (Psych. and Maternal-Newborn). **ANY ABSENCE BEYOND THIS MEANS FAILURE “F” OF THE COURSE.** (Note: see College policy on Absences)

4. Required Clinical Documents:
   a. Up-to-Date Physical Exam: Annual physicals are **MANDATORY.** No student will be allowed in the clinical laboratory without the submission of a completed and up-to-date health form on the requested date(s) to the lead instructor of each class section.
   b. Up-to-date malpractice insurance policy in the amount of $1-3,000,000.
   c. Valid Basic Cardiac Life Support (BCLS) Certification for Healthcare Providers
   d. Comprehensive Health Insurance (optional)

5. Pregnant Students:
Given the activities involved (i.e., bending, lifting, etc.) coupled with possible exposure to various diseases threatening to the fetus, a doctor’s note assessing the student’s ability to function in the clinical area during pregnancy will be requested at appropriate intervals.

6. Policy on Drug Screening by Affiliating Clinical Agencies:
For all affiliating clinical agencies that require nursing students to submit to drug screening as a pre-requisite for clinical placement, the student may be screened in accordance with the affiliating agency's policy. If a student's drug test is positive, the nursing department will require the student to submit to another drug test at a qualified laboratory designated by the department. The College will pay the cost of this drug test. If the second drug test is negative, the student will be released from further action and will be assigned to another clinical facility. **However, if the second drug test is positive, the nursing department will notify CUNY’s Office of the General Counsel to determine the student’s status in the nursing program.** Pertinent documentation regarding positive drug test results and resulting action will be entered into the student's file.
G. Clinical Policies (cont’d)

6. Policy on Drug Screening by Affiliating Clinical Agencies (cont’d):

If the student tests positive for a prescribed drug, the student must obtain a written statement from a qualified physician/healthcare provider stating that the drug level is within prescribed limits and that the level does not indicate abuse. The physician/healthcare provider must also state that the drug will not interfere with safe practice in the clinical area. Letters from the physician/healthcare provider will become part of the student's file. **Note:** If a student knows that the urine toxicology test will be positive for certain substances due to taking a prescribed medication, the student should take the prescription bottle to the affiliating agency on the day of the drug test to let the agency know this.

7. Criminal Background Checks:

In accordance with CUNY’s policy on criminal background checks, the nursing department will **NOT** agree to administer, pay for, or advise a clinical site of the results of a criminal background check. **However, a clinical site may require student background checks, but only as directly arranged by the site and the students.**

8. Electronic Communication Devices

Electronic communication devices (e.g., cellular telephones) must be set to silent mode at all times in the clinical area. The use of electronic communication devices is to be limited to emergency situations only. **Students may NOT use a cellular telephone in the clinical area for conversations or texting.** Cameras (including a cellular telephone with a camera), tape recorders, and other recording devices are not to be used in the clinical area for recording identifiable client data or images.

9. Professional Behavior:

The Nursing Department has certain expectations of behavior while representing the Nursing Program of Borough of Manhattan Community College at any clinical agency. Students must conduct themselves in a professional manner as to reflect favorably upon themselves and the Program they represent. Students are expected to assume responsibility for their actions and will be held accountable for them. If at any time a student behaves in a manner which is inappropriate, unprofessional, disrespectful, argumentative, or endangers the health or safety of fellow students, instructors, clients, and the health care team, they will be disciplined for unprofessional conduct at the discretion of the Nursing Department according to the “Student Discipline Procedures” as outlined in the BMCC Bulletin and administered through the Office of Student Affairs. Students may also be disciplined for unprofessional conduct by the clinical agency for failing to abide by clinical agency policies during each clinical experience.
G. **Clinical Policies (cont’d)**

9. **Professional Behavior (cont’d):**

Unprofessional conduct includes, but is not limited to:
- Verbal or nonverbal language, voice inflections, actions, or insubordination which compromise rapport or working relations with peers, faculty, clients, families/significant others, or health care team members.
- Any behavior that may compromise contractual agreements and/or working relations with affiliating clinical agencies, or constitute violations of legal or ethical standards.
- Any behavior which interferes with or disrupts teaching/learning experiences.
- Using or being under the influence of any drug (OTC, prescription, and/or illegal) or alcohol that may alter judgment and/or interfere with safe performance.
- Breach of confidentiality in any form.

10. **Noncompliance with Clinical Policies:**
Noncompliance with the clinical policies and procedures of the Nursing Program and/or affiliating clinical agencies can result in immediate removal from the clinical site or dismissal from the Program.

11. **Health Insurance Portability Accountability Act (HIPAA):**
The Health Insurance Portability Accountability Act (HIPAA) requires that all protected health information (PHI) be kept private and secure by all persons that handle, or have access to, that information. Any violations of HIPAA regulations will result in disciplinary actions up to and including withdrawal from the Nursing Program depending on the severity of the violation.

H. **Program Policies**

1. **Repeat/Withdrawal Policy:**
Clinical nursing students may not repeat NUR 112. After NUR 112, students may repeat only once one of the following nursing courses: NUR 211, NUR 313, NUR 411, NUR 415 (depending upon availability of seats and the student's cumulative GPA). Students repeating a nursing course are required to earn a grade of "C+" (77-79%) in order to pass the course. If after repeating the one allowed nursing course, the student receives a grade of less than "C+," the student receives the grade earned, but is automatically ineligible to continue in the Nursing Program.

Clinical nursing students may withdraw only once from NUR 112 and be eligible to apply for re-entry into the Nursing Program. After NUR 112, students may withdraw only once from the Nursing Program and be eligible to apply for re-entry into the Nursing Program.
H. Program Policies (cont’d)

2. Re-Entry Policy:
To be considered for re-entry, students must submit a written request to the Nursing Department Chairperson by May 1st for the Fall semester and by December 1st for the Spring semester. Students who have not enrolled in Clinical Nursing for more than one semester must meet regular departmental requirements, have a current cumulative GPA of 2.0 or better, and take and pass (with a grade of 73% or above) a comprehensive examination in Nursing courses previously successfully completed; and take and pass the skills practicum for each nursing course previously successfully completed. Student may take these exams and skills practicums only twice. Students who have not enrolled in the Nursing Program for more than five years are ineligible for re-entry into the Program. The College does not guarantee re-entry into the Nursing Program.

3. BMCC Nursing Practice Competencies:
Nursing practice requires core competencies; therefore all nursing students are required to meet the following technical standards for admission, progression, and graduation from BMCC Nursing Program. Students must have the ability to assess patients and their environments and to develop appropriate and accurate nursing care plans based on their knowledge and functional skills. Competencies include, but are not limited to the following:

Must have the Functional Abilities to perform assessment skills in caring for patients.
- **Visual Acuity**, with or without mitigating measures, must be sufficient to assess patients and their environments and to implement the nursing care plans that are developed from such assessments.
- Must be able to identify color changes in equipment, tests, or body fluids.
- **Hearing Ability**, with or without mitigating measures, must be sufficient to hear patient reports of symptoms and auscultate breath and heart sounds.
- **Tactile Ability** must be sufficient to feel changes in skin temperature and texture.
- **Olfactory Ability** must be sufficient to smell variations in odors of body fluids.

Must have the Strength and Mobility to perform patient care activities in a safe and timely fashion according to institutional standards. This includes motor skills to perform the assigned tasks.
- Must be able to transfer patients safely, which requires lifting and pulling. Use of assistive devices (e.g. Prosthesis) cannot hinder performance. Would also need medical clearance indicating completion of physical therapy.
- Must have **Fine Motor Skills** to manipulate small objects in order to administer medications.
H. Program Policies (cont’d)

3. BMCC Nursing Practice Competencies (cont’d):

Must have the ability to Communicate Effectively necessary to fulfill nursing tasks.

- Must have the ability to communicate, comprehend, read, and write in English at a level that meets the need for accurate, clear, and effective communication.
- Must have effective basic communication skills with patients and other members of the healthcare team.
- Must be able to document observations, interventions, and outcomes accurately and clearly in the patient record with or without reasonable accommodations.

Must have the Cognitive Ability to make clinical judgments and the necessary knowledge needed to perform the nursing skills.

- Must be able to learn the signs and patterns of illness
- Must be able to make appropriate decisions about reporting changes in patient status to instructors, physicians, and other nurses.

Must be capable of engaging in self-evaluation and accept the critical judgment of others.

Must be able to cultivate and maintain the Professional Demeanor and resources necessary to manage the stressors and responsibilities of the nursing practice.

- Must be able to assume the responsibility of caring for seriously ill patients

Services are available to BMCC students who provide documentation of a disability. Upon disclosure to the BMCC Office of Services for Students with Disabilities (OSSD), the nursing faculty will provide reasonable accommodation as required by law. All students, with or without reasonable accommodations, are expected to meet the program requirements for admission and progression within the nursing major. Students who fail to meet the program requirements will not be admitted to the nursing program, or will be dismissed from the nursing program if already admitted.

Students requiring additional information about services should contact BMCC Office of Services for Students with Disabilities (OSSD), Room N320, (212) 220-8180.

(Further information concerning program policies can be found in the BMCC catalog Bulletin.)
I. College Policies

1. Absences:
   At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. Since Nursing 211 meets 16 hours per week, students are permitted 17 hours of absence (including one clinical absence) for the entire semester. In the case of excessive absence, the instructor has the option to lower the grade or assign an “F” or “WU” grade.

2. Lateness:
   Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in classes after the scheduled starting time constitutes lateness. Latecomers may, at the discretion of the instructor, incur an official absence.

3. Disability Policy:
   Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities (Room N769); Telephone (212) 220-8180. BMCC is committed to providing equal access to all programs and curricula to all students.

4. BMCC Policy Statement on Plagiarism:
   Plagiarism is the presentation of someone else’s words, ideas, or artistic/scientific/musical/technical work as one’s own creation. A student who copies or paraphrases published or on-line material, or another person’s research, without properly identifying the source(s) is committing plagiarism.

   Plagiarism violates the ethical and academic standards of our college. Students will be held responsible for such violations, even when unintentional. To avoid unintended plagiarism, students should consult with their instructors about when and how to document their sources. The library also has both print and digital guides designed to help students cite sources correctly. Plagiarism carries a range of penalties commensurate with the severity of the infraction. The instructor may, for example, require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). Cases referred to that committee could result in suspension or expulsion from the college.

5. NO CHILDREN IN THE CLASSROOM:
   The college has an obligation to its students, faculty, staff, and visitors to conduct its operations and maintain its facilities in a manner consistent with its mission as an institution of higher education. For this reason, young children who are not registered in the child care center should not be brought to the campus, and, of course, may not attend classes with their parent or guardian.

   There may be occasions when brief visits by children of students may be necessary. Children may visit college offices and facilities, other than classrooms, for limited periods of time when their parent or guardian is conducting routine business at the college. Regular repeated visits by children are not permitted.

   In no case are children permitted in labs, shops, construction/repair sites or other areas where potential hazards exist. Children brought on campus must be directly supervised at all times by their parent or guardian.

Revised April 2010
J. Outline of Topics

Unit I: Foundations for Nursing Care of Childbearing Families
Chapter 1: Maternity Care Today
Chapter 2: The Nurse’s Role in Maternity & Women’s Health Care
Chapter 3: Ethical, Social, & Legal Issues
Chapter 4: Reproductive Anatomy & Physiology
Chapter 5: Hereditary & Environmental Influences on Childbearing

Unit II: The Family Before Birth
Chapter 6: Conception & Prenatal Development
Chapter 7: Physiologic Adaptation to Pregnancy
Chapter 8: Psychosocial Adaptations to Pregnancy
Chapter 9: Nutrition for Childbearing
Chapter 10: Antepartal Fetal Assessment
Chapter 11: Perinatal Education

Unit III: The Family During Birth
Chapter 12: Processes of Birth
Chapter 13: Nursing Care during Labor & Birth
Chapter 14: Intrapartum Fetal Surveillance
Chapter 15: Pain Management during Childbirth
Chapter 16: Nursing Care during Obstetric Procedures

Unit IV: The Family Following Birth
Chapter 17: Postpartum Physiologic Adaptations
Chapter 18: Postpartum Psychosocial Adaptations
Chapter 19: Normal Newborn: Processes of Adaptation
Chapter 20: Assessment of the Normal Newborn
Chapter 21: Care of the Normal Newborn
Chapter 22: Infant Feeding
Chapter 23: Home Care of the Infant

Unit V: Families at Risk during the Childbearing Period
Chapter 24: The Childbearing Family with Special Needs
Chapter 25: Complications of Pregnancy
Chapter 26: Concurrent Disorders during Pregnancy
Chapter 27: Intrapartum Complications
Chapter 28: Postpartum Maternal Complications
Chapter 29: High-Risk Newborn: Complications Associated with Gestational Age & Development
Chapter 30: High-Risk Newborn: Acquired Congenital Conditions
J. Outline of Topics (cont’d)

Unit VI: Reproductive Issues
Chapter 31: Family Planning
Chapter 32: Infertility
Chapter 33: Women’s Health Care

Examinations in NUR 211 Maternal-Newborn Nursing

Format for Unit Exams:
- Each unit exam and the midterm exam are worth 10% of total course grade
- 50 questions total
- 40 multiple choice questions minimum
- 3-5 alternate style NCLEX questions
- 3-5 medication calculations

Comprehensive Maternal-Newborn and Psychiatric Nursing Final Exam
- The final is worth 40% of total course grade
- 100 questions total
- 40 Maternal-Newborn questions
- 3-5 alternate style NCLEX Maternal-Newborn questions
- 40 Psychiatric Nursing questions
- 3-5 alternate style NCLEX Psychiatric Nursing questions
- 10 medication calculations

You will be given 1 hour and 15 minutes for all unit exams, &
2 hours and 30 minutes for the final exam.
PHILOSOPHY OF THE DEPARTMENT OF NURSING:

The philosophy of the Nursing Department is consistent with the stated Mission of the College, i.e., to maintain academic excellence and provide access to higher education for a diverse urban population.

The faculty believes that nursing education should take place in a collegiate setting. The competencies expected of a beginning associate degree nurse require a general education with the mastery of an interdisciplinary body of knowledge essential to understanding human beings. Interdisciplinary knowledge helps to prepare the learner to function in four interrelated roles: (1) provider, (2) manager of care, (3) communicator, and (4) member within the discipline of nursing.\(^1\) Basic to each of the roles is the application of the Nursing Process in health care settings where policies and procedures are specified and guidance is available.

Nursing

The faculty believes that nursing is a learned and caring profession integral to the health care system. Nursing has human beings as its primary concern and respects the dignity and diversity of human beings as they move along the continuum of life from birth to death.

We believe that the varied levels of nursing—licensed practical nurse, associate degree nurse, baccalaureate, masters, and doctorate—share commonalities and differ mainly in the degree of autonomy, depth and scope, in the application of the nursing process and contributions made to its underlying data base. The associate degree nurse is prepared to continue activities that promote personal and professional growth.

We believe that upon completion of the nursing program, each Borough of Manhattan Community College graduate will demonstrate the competencies within the four identified roles.

Provider

The graduate will demonstrate critical thinking by applying the Nursing Process consistent with evidence-based practice as a basis for decision-making and clinical judgments in order to develop and implement a plan of care for an individual or group of clients with common, complex health care needs in the acute and long-term care settings and community-based settings, integrating knowledge of legal and ethical standards of practice. S(he) will demonstrate competence with current technologies in the delivery of nursing care.

Manager of Care

The graduate will use sound judgment and safe decision-making to manage the care of a group of clients. (S)he will delegate assignments based upon the experience and/or education of health team members, being accountable for care given. The graduate will understand the impact of effective team functioning on safety and quality of care.

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\(^1\) Council of Associate Degree Programs, *Educational Outcomes of Associate Degree Programs: Roles and Competencies*, National League for Nursing, New York, Pub #23-2348, 1990, p.14

Revised April 2010
Communicator

The graduate will independently and in collaboration with health team members, clients, families, and significant others, incorporate effective therapeutic communication techniques in promoting health and preventing illness among people from culturally, ethnically, and socially diverse backgrounds with varied health care needs.

Member Within the Discipline of Nursing

The graduate will be knowledgeable and actively participate in endeavors that promote critical thinking, support evidence-based practices, and foster personal and professional growth.

Nursing Process

The faculty has selected the Nursing Process as the organizing framework of the curriculum because it is a system of feedback through which the goals of nursing can be realized.

We believe that the associate degree nurse is skilled in the use of the Nursing Process when caring for patients with well-defined health problems or self-care deficits, in all settings. The Nursing Process is fundamental to decision-making in the provision of evidence-based nursing care and provides the core for basic knowledge. Furthermore, the Nursing Process lends itself to levels that proceed from the simple to the more complex, providing a bridge upon which knowledge and understanding can be compounded. Using this scientific approach to problem solving and critical thinking, the associate degree nurse independently and collaboratively assesses, analyzes, plans, implements, and evaluates the care given.

Human Beings

The faculty believes that human beings are complex individuals in the continuous process of mutual interaction with their internal and external environments. The nature of human beings, i.e., their integration of bio-psycho-socio-cultural, intellectual, and spiritual factors as reflected in Maslow’s Hierarchy of Basic Human Needs, implies that the nurse cannot understand the individual’s responses to a health problem if the focus is on only one dimension of the human personality.

We believe that human beings are continually confronted with changes and choices as members of a rapidly changing social order and as participants in diverse social and cultural relationships. We believe the opportunities for growth and self-realization are inextricably bound to opportunities for the realization of one’s maximal potential for health.

We believe that important components of the external environment of human beings include interactions with other human systems, primary family, and community. The family includes significant others and is the most important system through which needs are developed and met. The community is an organized group of interrelated systems characterized by shared institutions and mutual interactions.
Community Focused Nursing

The faculty believes in preparing the associate degree nurse to practice in community-focused health care settings, such as hospitals, nursing homes, ambulatory care facilities, and community health agencies. Community-focused nursing care is directed toward health promotion, restoration and maintenance. Community-focused learning experiences enable the students to provide primary, secondary, and tertiary care to individuals, families, and groups as the curriculum moves from an illness focus to a wellness focus. The guiding principles of prevention, self-care, cultural diversity, continuity of care, and collaborative care are integrated throughout the curriculum.

Global Focused Nursing

The faculty believes in preparing nursing students through a global perspective to transform students into citizens who are committed to nursing and health needs worldwide.

We believe that our graduates should be prepared to practice nursing beyond national borders, targeting the highest health burden, communicating and collaborating with national and international health organizations.

The targeted global health areas and principles of health prevention, communication and collaboration are integrated throughout the curriculum.

Patient Safety and Quality

The faculty supports and incorporates into the curriculum the National Patient Safety Goals and the Quality and Safety Education for Nurses (QSEN) competencies in preparing our graduates to provide safe, high quality patient care in today’s complex health care environment.

Health

The faculty believes that health is a dynamic state and is evidenced by adaptation to the environment while maximizing the potential for meeting basic human needs.

We believe that illness is a threat to the integrity of the human system. Illness is manifested by a state of diminishing self-care abilities and increasing dependency in meeting or satisfying needs.

The Client

The faculty is in accord with the National League for Nursing’s definition of the client. Although the term patient is used interchangeably in our writing, we see both as a person who enters the health care system for assistance in meeting health needs.

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**Teaching-Learning Process**

Teaching-Learning is a goal directed process in which teachers and learners share mutual responsibility in creating a change in the learner. The faculty believes that the teaching-learning process is an incremental process that progresses from the simple to the complex and from the familiar to the unfamiliar. The teacher considers individual differences in the selection and sequencing of increasingly complex learning experiences to achieve pre-determined curriculum objectives. The pre-clinical nursing sequence helps to identify those students most able to achieve the objectives/goals in clinical nursing. We believe that the teacher is a provider of information, facilitator of learning, resource person and role model. The results of learning can be assessed through measurable, achievable changes in observable student behaviors as they progress from one level to the next. The learner is responsible for achievement of the objectives/goals through individual and group participation in the learning activities. Ongoing mutual evaluation of learning experiences and immediate feedback are essential to desired changes in behavior.

We further believe that the learner is a motivated adult who is willing to acquire attitudes, beliefs, knowledge, and competencies commensurate with the ANA Code for Nurses, Nurse Practice Acts, and standards of professional nursing practice. The faculty believes an essential component of continuing competency in nursing practice is to continue one’s education after the formal learning process has terminated and encourages professional and personal growth throughout the program.