

**CURRICULUM**

**OF**

**NURSING**

**4-YEAR DEGREE PROGRAMME**



**HIGHER EDUCATION COMMISSION  
ISLAMABAD – PAKISTAN**

# **CURRICULUM DIVISION, HEC**

|                               |                            |
|-------------------------------|----------------------------|
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# PREFACE

The curriculum of subject is described as a throbbing pulse of a nation. By viewing curriculum one can judge the stage of development and its pace of socio-economic development of a nation. With the advent of new technology, the world has turned into a global village. In view of tremendous research taking place world over new ideas and information pours in like of a stream of fresh water, making it imperative to update the curricula after regular intervals, for introducing latest development and innovation in the relevant field of knowledge.

In exercise of the powers conferred under Section 3 Sub-Section 2 (ii) of Act of Parliament No. X of 1976 titled “**Supervision of Curricula and Textbooks and Maintenance of Standard of Education**” the erstwhile University Grants Commission was designated as competent authority to develop review and revise curricula beyond Class-XII. With the repeal of UGC Act, the same function was assigned to the Higher Education Commission under its Ordinance of 2002 Section 10 Sub-Section 1 (v).

In compliance with the above provisions, the HEC undertakes revamping and refurbishing of curricula after regular intervals in a democratic manner involving universities/DAIs, research and development institutions and local Chamber of Commerce and Industry. The intellectual inputs by expatriate Pakistanis working in universities and R&D institutions of technically advanced countries are also invited to contribute and their views are incorporated where considered appropriate by the National Curriculum Revision Committee (NCRC).

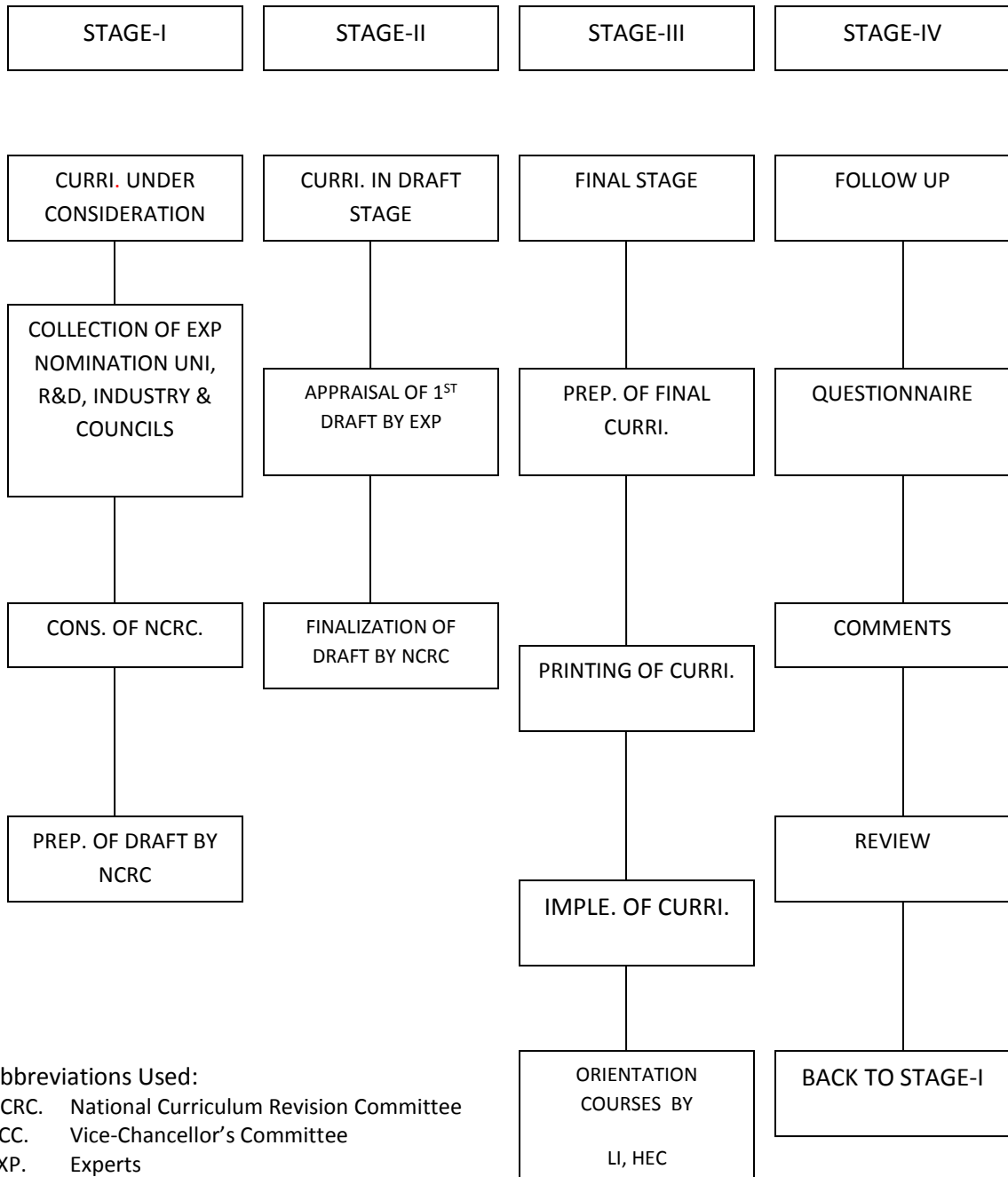
To bring international compatibility to qualifications held from Pakistani universities/DAIs for promotion of student’s mobility and job seekers around the globe, a Committee comprising of Conveners of the National Curriculum Revision Committee of HEC met in 2009 and developed a unified template for standardized 4-years/8-semesters BS degree programmes. This unified template was aimed to inculcate broader base of knowledge in the subjects like English, Sociology, Philosophy, Economics etc in addition to major discipline of study. The Bachelor (BS) degree course requires to be completed in 4-years/8-semesters, and shall require qualifying of 130-140 credit hours of which 77% of the curriculum will constitute discipline specific and remaining 23% will comprise compulsory and general courses.

In line with above, NCRC comprising senior university faculty and experts from various stakeholders and the respective accreditation councils has finalized the curriculum for Nursing 4-year programme. The same is being recommended for adoption by the universities/DAIs channelizing through relevant statutory bodies of the universities.

**MUHAMMAD JAVED KHAN**  
**Adviser (Academics)**

**June, 2011**

# CURRICULUM DEVELOPMENT



**Abbreviations Used:**

- NCRC. National Curriculum Revision Committee
- VCC. Vice-Chancellor's Committee
- EXP. Experts
- COL. Colleges
- UNI. Universities
- PREP. Preparation
- REC. Recommendations
- LI Learning Innovation
- R&D Research & Development Organization
- HEC Higher Education Commission

# INTRODUCTION

A meeting of National Curriculum Revision Committee for finalization of the Curriculum for Nursing at degree level was held at HEC Regional Centre, Lahore from May 25-27, 2011. List of participants of meeting is as under:-

1. **Ms. Jacqueline Dias,** **Convener**  
Director BSN Program,  
Aga Khan University,  
Karachi.
2. **Ms. Najma Bilquees Anwar** **Secretary**  
Department of Nursing  
Nursing Instructor,  
Armed Force Post Graduate Medical Institute,  
Near CMH, Rawalpindi.
3. **Miss KhairunNissa Sadruddin,** **Member**  
Senior Instructor,  
Shifa College of Nursing  
Pitrus Bukhari Road,  
H-8/4, Islamabad.
4. **Mrs. Nighat Ijaz Durrani,** **Member**  
Registrar,  
Pakistan Nursing Council,  
National Institute of Health (NIH),  
Chak Shahzad, Islamabad.
5. **Ms. Akhtar Bano** **Member**  
Lecturer  
Department of Health (Nursing)  
29-B, University Town, Chinar Road,  
Peshawar. Cell: 0313-9705024
6. **Ms. Almas Ghaffar** **Member**  
Associate Professor  
People Nursing College  
Liaquat University of Medical and Health Sciences,  
Jamshoro.
7. **Surriya Rashid** **Member**  
Principal  
Allama Iqbal Medical College,  
Faisal Town, Lahore
8. **Ms. Farzana Islam** **Member**  
Principal  
College of Nursing  
Pakistan Institute of Medical Sciences  
G-8/3, Islamabad.

- |     |  |               |
|-----|--|---------------|
| 9.  | <b>Pamela Marshall</b><br>Professor,<br>Institute of Nursing,<br>Dow University of Health Sciences,<br>Karachi.                                      | <b>Member</b> |
| 10. | <b>Ms. Afsheen Sohail,</b><br>Sr. Instructor,<br>Ziauddin College of Nursing,<br>Karachi.  | <b>Member</b> |
| 11. | <b>Mr. Amanullah Rind,</b><br>Sr. Lecturer,<br>Liaquat University of Medical & Health Sciences,<br>Jamshoro.   | <b>Member</b> |
| 12. | <b>Ms. Shehla Naeem Zafar,</b><br>Assistant Professor & Principal,<br>Institute of Nursing, Dow University of Health Sciences,<br>Karachi.           | <b>Member</b> |
| 13. | <b>Ms. Alia Nasir,</b><br>Principal,<br>Liaquat National College of Nursing,<br>Karachi.   | <b>Member</b> |
| 14. | <b>Dr. Rafat Jan</b><br>Associate Professor,<br>School of Nursing,<br>Agha Khan University,<br>Stadium Road,<br>Karachi.                             | <b>Member</b> |
| 15. | <b>Muhammad Rehan,</b><br>Lecturer / Program Coordinator,<br>BScN Program,<br>Institute of Nursing<br>DOW University of Health Sciences,<br>Karachi. | <b>Member</b> |
| 16. | <b>Ms. Humera Khushnood,</b><br>Principal,<br>College of Nursing PIMS,<br>Islamabad.   | <b>Member</b> |

The meeting started with recitation from the Holy Quran by Mr. Muhammad Javed Khan, Adviser (Academics). He while inaugurating the meeting, welcomed the participants and said that the Higher Education Commission is always endeavouring for the improvement of education in the country. Nursing is a very pious profession. He informed the members of the committee about procedure for review and revision of curriculum. He

apprised the members of the committee regarding legal obligations as assigned to the Commission under its law and in accordance with the provision of Act No. XII of 1976 titled Federal Supervision of Curriculum & Textbooks. He emphasized the need for preparation of curriculum in nursing education in view of the fact lot of knowledge, new techniques and methodologies are evolving and the world over dictating the professionals to keep pace with time and adopt these changes for the need of future professionals.

Ms. Pamela Marshall, Professor, Institute of Nursing, Dow University of Health Sciences, Karachi who was Convener of the preliminary meeting could not attend the final meeting due to pre occupation. Ms. Kausar Parveen, Principal, Allama Iqbal Medical College, Faisal Town, Lahore also was not present on 1<sup>st</sup> day of meeting due to her sickness. As such, the NCRC unanimously elected Ms. Jacqueline Dias, Director BSN programme, Aga Khan University, Karachi as Convener and Ms. Najma Bilquees Anwar, Department of Nursing, Nursing Instructor, Armed Force Post Graduate Medical Institute, Rawalpindi as Secretary of the meeting for the proceeding of the final meeting.

In the meeting, the members thoroughly discussed the courses and content in the light of the comments/suggestions which they had prepared in consultation with their colleagues.

After a long period deliberation lasting three days, the Committee finalized the curriculum for four year Nursing BScN programme. The Committee unanimously approved the final draft of curricula with credit hours as per HEC notified criteria. At the end of the final meeting, the Convener, Ms. Jacqueline Dias thanked the members for their thoughtful discussion, active participation and valuable input during the meeting.

Director Curriculum, HEC thanked the Convener, Secretary and the members of the Committee for sparing their time and lot of professional contributions toward finalization of curriculum for Nursing. The Committee highly appreciated the efforts made by the officials of HEC Regional Centre, Lahore and Malik Arshad Mahmood, Director, Curriculum for making appropriate arrangements to facilitate the Committee and comfortable stay of the members at Lahore.



**STANDARDIZED FORMAT/SCHEME OF STUDIES FOR FOUR-YEAR INTEGRATED CURRICULA FOR BACHELOR DEGREE IN BASIC, SOCIAL, NATURAL AND APPLIED SCIENCES**

**STRUCTURE**

| <b>Sr.</b> | <b>Categories</b>                                   | <b>No. of courses<br/>Min – Max</b> | <b>Credit Hours<br/>Min – Max</b> |
|------------|---|-------------------------------------|-----------------------------------|
| 1.         | Compulsory Requirement (No Choice)                  | 9 – 9                               | 25 – 25                           |
| 2.         | General Courses to be chosen from other departments | 7 – 8                               | 21 – 24                           |
| 3.         | Discipline Specific Foundation Courses              | 9 – 10                              | 30 – 33                           |
| 4.         | Major Courses including research project/Internship | 11 – 13                             | 36 – 42                           |
| 5.         | Electives within the major                          | 4 – 4                               | 12 – 12                           |
|            | <b>Total</b>  | <b>40 – 44</b>                      | <b>124 – 136</b>                  |

- Total numbers of Credit hours 124-136
- Duration 4 years
- Semester duration 16-18 weeks
- Semesters 8
- Course Load per Semester 15-18 Cr. Hr.
- Number of courses per semester 4-6 (not more than 3 lab/practical courses)

## STANDARD TEMPLATE FOR 4-YEAR BS NURSING

| Compulsory Requirements (the student has no choice) |         | General Courses to be chosen from other departments |         |
|---|---------|---|---------|
| 9 courses   |         | 7-8 courses   |         |
| 22 Credit hours                                     |         | 21-24 Cr. hours                                     |         |
| Subject   | Cr. Hr. | Subject   | Cr. Hr. |
| 1. ENGLISH I  | 2       | 1. MICROBIOLOGY                                     | 3       |
| 2. ENGLISH II                                       | 2       | 2. ANATOMY & PHYSIOLOGY                             | 6       |
| 3. ENGLISH III                                      | 2       | 3. BIOCHEMISTRY                                     | 3       |
| 4. ENGLISH IV                                       | 2       | 4. ETHICS   | 1       |
| 5. ENGLISH V  | 2       | 5. PATHOPHYSIOLOGY                                  | 5       |
| 6. ENGLISH VI                                       | 2       | 6. NUTRITION  | 1       |
| 7. ENGLISH VII                                      | 2       | 7. PSYCHOLOGY                                       | 5       |
| 8. ENGLISH VIII                                     | 2       |   |         |
| 9. PAKISTAN STUDIES                                 | 2       |   |         |
| 10. ISLAMIC STUDIES / ETHICS                        | 2       |   |         |
| 11. MATHEMATICS I                                   | 1       |   |         |
| 12. MATHEMATICS II / UNIV. OPTIONAL **              |         |   |         |
| 13. INTRODUCTION TO COMPUTER                        | 1       |   |         |
|   | 22      |   | 24      |

| Discipline Specific Foundation Courses |         | Major courses including research project/internship |         | Elective Courses within the major      |         |
|--|---------|---|---------|--|---------|
| 9-10 courses                           |         | 11-13 courses                                       |         | 4 courses                              |         |
| 30-33 Credit hours                     |         | 36-42 Credit hours                                  |         | 12 Credit Hours                        |         |
| Subject                                | Cr. Hr. | Subject   | Cr. Hr. | Subject                                | Cr. Hr. |
| 1. FON I                               | 4       | 1. BIOSTATS   | 3       | 1. CHN III                             | 5       |
| 2. FON II                              | 4       | 2. RESEARCH   | 3       | 2. NURSING SEMINAR                     | 2       |
| 3. AHN I,                              | 8       | 3. EPIDEMIOLOGY                                     | 2       | 3. Senior Elective: Clinical Practicum | 5       |
| 4. AHN II,                             | 8       | 4. LDSP/.MGT  | 3       |  |         |
| 5. CHN I,                              | 3       | 5. CRITICAL CARE NURSING                            | 5       |  |         |
| 5. HA                                  | 4       | 6. TEACHING/ LEARNING                               | 5       |  |         |
| 6. Culture, Health & Society           | 2       | 7. CHN II   | 6       |  |         |
|  |         | 8. MHN  | 6       |  |         |
|  |         | 9. PEADIATRIC                                       | 7       |  |         |
|  |         | 10. PHARMACOLOGY                                    | 4       |  |         |
|  | 33      |   | 42      |  | 12      |

## SCHEME OF STUDIES FOR 4-YEARS BS NURSING

| Year I  | Year II  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Fundamental of Nursing-I</li> <li>2. Microbiology</li> <li>3. Anatomy and Physiology-I</li> <li>4. Biochemistry</li> <li>5. Computer Skills</li> <li>6. English-I</li> <li>7. Fundamental of Nursing -II</li> <li>8. Anatomy and Physiology-II</li> <li>9. Applied Nutrition</li> <li>10. Community Health Nursing I</li> <li>11. English-II</li> <li>12. Islamiat</li> <li>13. Pak. Studies</li> </ol> | <ol style="list-style-type: none"> <li>1. Adult Health Nursing-I</li> <li>2. Pathophysiology-I</li> <li>3. Health Assessment-I</li> <li>4. Pharmacology-I</li> <li>5. Mathematics</li> <li>6. English-III</li> <li>7. Adult Health Nursing-II</li> <li>8. Pathophysiology-II</li> <li>9. Pharmacology-II</li> <li>10. Health Assessment -II</li> <li>11. Developmental Psychology</li> <li>12. English-IV</li> <li>13. Nursing Ethics</li> </ol> |

| Year III  | Year IV   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Pediatric Health Nursing</li> <li>2. Community Health Nursing II</li> <li>3. Teaching/Learning:<br/>Principles/Practices</li> <li>5. English-V</li> <li>6. Mental Health Nursing</li> <li>7. Intro to Biostatics</li> <li>8. Behavioral Psychology</li> <li>9. Epidemiology</li> <li>10. Culture/Health/Society</li> <li>11. English-VI (Academic Writing)</li> </ol> | <ol style="list-style-type: none"> <li>1. Critical Nursing Care</li> <li>2. Introduction to Nursing theories</li> <li>3. Leadership/Management in<br/>Nursing</li> <li>4. Nursing Research</li> <li>5. English-VII (Professional Writing)</li> <li>6. Community Health Nursing-III</li> <li>6. Nursing Seminar</li> <li>7. Senior electives in clinical<br/>nursing Practicum</li> <li>8. English-VIII</li> </ol> |

## SCHEME OF STUDIES FOR BS NURSING BASED ON SEMESTER WISE

### Year 1 Semester I

| Serial # | Course Title             | Theory | Clinical | Skills/Lab | Total Credit |
|----------|--------------------------|--------|----------|------------|--------------|
| 1        | Fundamental of Nursing-I | 2.00   |          | 2.00       | 4.00         |
| 2        | Microbiology             | 2.50   |          | 0.5        | 3.00         |
| 3        | Anatomy and Physiology-I | 3.00   |          |            | 3.00         |
| 4        | Biochemistry for Nurses  | 2.00   |          | 1.00       | 3.00         |
| 5        | English-I                | 2.00   |          |            | 2.00         |
| 6        | Computer Skills          |        |          | 1.00       | 1.00         |
|          | <b>Total</b>             |        |          |            | <b>16.00</b> |

### Year 1 Semester II

| Serial # | Course Title               | Theory | Clinical | Skills/Lab | Total Credit |
|----------|----------------------------|--------|----------|------------|--------------|
| 1        | Fundamental of Nursing-II  | 2.00   | 1        | 1.00       | 4.00         |
| 2        | Anatomy and Physiology-II  | 3.00   |          |            | 3.00         |
| 3        | Community Health Nursing-I | 2.00   | 1.00     |            | 3.00         |
| 4        | Applied Nutrition          | 1.00   |          |            | 1.00         |
| 5        | English-II                 | 2.00   |          |            | 2.00         |
| 6        | Islamiat*                  | 2.00   |          |            | 2.00         |
| 7        | Pak. Studies*              | 2.00   |          |            | 2.00         |
|          | <b>Total</b>               |        |          |            | <b>17.00</b> |

### Year 2 Semester III

| Serial # | Course Title           | Theory | Clinical | Skills/Lab | Total Credit |
|----------|------------------------|--------|----------|------------|--------------|
| 1        | Adult Health Nursing I | 4.00   | 3        | 1.00       | 8.00         |
| 2        | Pathophysiology I      | 1.75   |          | 0.25       | 2.00         |
| 3        | Health Assessment -I   | 1.00   |          | 1.00       | 2.00         |
| 4        | Pharmacology-I         | 2.00   |          |            | 2.00         |
| 5        | Mathematics            | 1.00   |          |            | 1.00         |
| 6        | English-III            | 2.00   |          |            | 2.00         |
|          | <b>Total</b>           |        |          |            | <b>17.00</b> |

## Year 2 Semester IV

| Serial #     | Course Title             | Theory | Clinical | Skills/ Lab | Total Credit |
|--------------|--------------------------|--------|----------|-------------|--------------|
| 1            | Adult Health Nursing-II  | 4.00   | 3.00     | 1.00        | 8.00         |
| 2            | Pathophysiology II       | 2.75   |          | 0.25        | 3.00         |
| 3            | Health Assessment-II     | 1.00   |          | 1.00        | 2.00         |
| 3            | Developmental Psychology | 2.00   |          |             | 2.00         |
| 4            | Pharmacology II          | 2.00   |          |             | 2.00         |
| 5            | English III              | 2.00   |          |             | 2.00         |
| 6            | Nursing Ethics           | 1.00   |          |             | 1.00         |
| <b>Total</b> |                          |        |          |             | <b>20.00</b> |

## Year 3 Semester V

| Serial #     | Course Title                                | Theory | Clinical | Skills/ Lab | Total Credit |
|--------------|---|--------|----------|-------------|--------------|
| 1            | Pediatrics Health Nursing                   | 3.00   | 3.00     | 1.00        | 7.00         |
| 2            | Community Health Nursing -II                | 2.50   | 2.50     | 1.00        | 6.00         |
| 3            | Teaching/Learning :Principles and Practices | 3.00   |          |             | 3.00         |
| 4            | English V                                   | 2.00   |          |             | 2.00         |
| <b>Total</b> |   |        |          |             | <b>18.00</b> |

## Year 3 Semester VI

| Serial #     | Course Title                  | Theory | Clinical | Skills /Lab | Total Credit |
|--------------|-------------------------------|--------|----------|-------------|--------------|
| 1            | Mental Health Nursing         | 3.00   | 3.00     |             | 6.00         |
| 2            | Introduction to Biostatistics | 2.50   |          | <b>0.50</b> | 3.00         |
| 3            | Behavioural Psychology        | 3.00   |          |             | 3.00         |
| 4            | Epidemiology                  | 2.00   |          |             | 2.00         |
| 5            | English-VI                    | 2.00   |          |             | 2.00         |
| 6            | Culture, Health and Society   | 2.00   |          |             | 2.00         |
| <b>Total</b> |                               |        |          |             | <b>18.00</b> |

## Year 4 Semester VII

| Serial #     | Course Title                         | Theory | Clinical    | Skills/ Lab | Total Credit |
|--------------|--------------------------------------|--------|-------------|-------------|--------------|
| 1            | Critical Care Nursing                | 2.50   | 4.00        | <b>0.50</b> | 7.00         |
| 2            | Introduction to Nursing Theories     | 2      |             |             | 2.00         |
| 3            | Leadership and Management in Nursing | 2.00   | <b>1.00</b> |             | 3.00         |
| 4            | Nursing Research                     | 3.00   |             |             | 3.00         |
| 5            | <b>English VII</b>                   | 2.00   |             |             | 2.00         |
| <b>Total</b> |                                      |        |             |             | <b>17.00</b> |

## Year 4 Semester VIII

| Serial #     | Course Title                      | Theory | Clinical | Tutorial | Total Credit |
|--------------|-----------------------------------|--------|----------|----------|--------------|
| 1            | Community Health Nursing-III      | 2.00   | 3.00     |          | 5.00         |
| 2            | Nursing Seminar / role transition | 2.00   |          |          | 2.00         |
| 3            | Clinical Practicum                |        | 4.00     | 1.00     | 5.00         |
| <b>Total</b> |                                   |        |          |          | <b>12.00</b> |

## DETAIL OF COURSES FOR 4-YEAR BS NURSING

### YEAR-1

### SEMESTER-I

| Serial # | Course Title             | Theory | Clinical | Skills/Lab | Total Credit |
|----------|--------------------------|--------|----------|------------|--------------|
| 1.       | Fundamental of Nursing-I | 2.00   |          | 2.00       | 4.00         |
| 2.       | Microbiology             | 2.50   |          | 0.5        | 3.00         |
| 3.       | Anatomy and Physiology-I | 3.00   |          |            | 3.00         |
| 4.       | Biochemistry for Nurses  | 2.00   |          | 1.00       | 3.00         |
| 5.       | English-I                | 2.00   |          |            | 2.00         |
| 6.       | Computer Skills          |        |          | 1.00       | 1.00         |
|          | <b>Total</b>             |        |          |            | <b>16.00</b> |

### Fundamental of Nursing-I

4 CH

#### Course Description:

This course introduces the student to nursing as a professional discipline. The concept of a professional nurse is addressed through a brief overview of nursing historical development, definitions of nursing, nursing education, the practice, roles of the nurse and nurses accountability. The conceptual basis for nursing practice is presented as the relationship which exists among human needs, adoption and homeostasis, alterations in health, voluntary and involuntary processes, and nursing intervention. The position of nurses in the health care delivery system of the Country is explained through a description of its organization and administration, facilities, and personnel. International health and nursing organizations are discussed.

#### Course Objectives:

At the end of this course, the student will be able to:

- a. Describe the historical development of Health care and Nursing.
- b. Describe early Nursing Leaders and their contributions to the profession of nursing.
- c. Compare requirements and advantages of different Nursing Educational Programs.
- d. Compare and contrast definitions of nursing by different Nursing Scholars.
- e. Describe the roles of a professional nurse.

- f. Describe the relationship among Human needs, Adoption Homeostasis, alterations in Health, Voluntary and Involuntary processes, and nursing intervention.
- g. Explain the content and purposes of Code of Ethics, and Standards of Nursing practice.
- h. Discuss the purposes and activities of the World Health Organization and the International Council of Nurses.

### Teaching/Learning Strategies:

Lecture, discussion, role play, group work, group presentation, demonstration video and return demonstration

### Evaluation Criteria:

|                             |             |
|-----------------------------|-------------|
| Quiz (s)                    | 40%         |
| Skills Performance Test (s) | 20%         |
| Final Exam                  | <u>40%</u>  |
| <b>Total</b>                | <b>100%</b> |

### Course Schedule

| Date & Time | Topic   | Hours |
|-------------|---|-------|
|             | Unit- I History of Nursing & Development of Nursing                 |       |
|             | Unit- II Role of the Nurse in Health Care                           |       |
|             | Unit-III Goals of Nursing and Related Concepts                      |       |
|             | Unit-IV Communication   |       |
|             | Unit- V Nursing Skills (Vital Signs)                                |       |
|             | Unit-VI Skin Management   |       |
|             | Unit-VII Concept of Safety: Risk Management                         |       |
|             | Unit-VIII Concept of Teaching and Learning                          |       |
|             | Unit-IX Oxygenation: Respiratory Function and Cardiovascular System |       |
|             | Unit X Activity And Exercise Pattern:                               |       |
|             | Unit XI Process of Hospitalization                                  |       |

### COURSE OUTLINE

#### Unit-I: History of Health Care and Nursing

1. Summary of ancient cultures
2. Site of Health Care in Ancient Cultures
3. Islam and Nursing
4. The founder of Nursing
5. Historical Perspective
6. Nursing in Mogual period
7. Nursing Defined by different scholar
8. Definition of Nursing by WHO



9. Types of Nursing Educational Programmes
10. History of Nursing Education in Pakistan

## **Unit-II: Roles of the Nurse in Health Care**

1. Professional
2. Characteristics of a **Profession**
3. Role of the **Professional nurse**
4. Description of **Career roles**
5. Description of role as **Communicator**
6. Description of role as a **Teacher**
7. Description of role as **Counselor**

## **Unit-III: Goals of Nursing and related concepts**

1. Define basic human needs.
2. Discuss basis of nursing practice.
3. Define World Health Organization.
4. Explain model of conceptual framework for generic BS N program.
5. Explore nursing and nursing practice.
6. Define goal of nursing process.
7. Identify historical perspective of the nursing process

## **Unit-IV: Communication**

1. Define Communication, elements of the communication process, ways of communication.
2. Identify the characteristics of the effective verbal communication
3. Describe factors that's facilitates and interfere with the effective communication
4. Discuss techniques that facilitate and interfere with effective communication
5. Define ways to respond therapeutically
6. Identify non therapeutically respond
7. Discuss the legal aspects of documentations

## **Unit V: Nursing Skills (Vital Signs)**

In this unit learners will learn the relationship between temperature, blood pressure and respiratory functions of the body and how these skills can be assessed.

At the completion of this unit learners will be able to:

1. Define Vital Signs.
2. Define terms related to Vital sign.
3. Describe the physiological concept of temperature, respiration and blood pressure.
4. Describe the principles and mechanisms for normal thermoregulation in the body.

5. Identify ways that affect heat production and heat loss in the body.
6. Define types of body temperature according to its characteristics.
7. Identify the sign and symptoms of fever.
8. Discuss the normal ranges for temperature, pulse, respiration and blood pressure.
9. List the factors affecting temperature, pulse, respiration.
10. Describe the characteristics of pulse and respiration.
11. List factors responsible for maintaining normal blood pressure.
12. Describe various methods and sites used to measure T.P & B.P.
13. Recognize the signs of alert while taking TPR and B.P.

## **UNIT VI: Skin Management**

At the end of the session learners will be able to:

1. Define decubetic ulcer (bed sore)
2. List the causes of decubetic ulcer
3. Apply nursing interventions to prevent decubetic ulcer.
4. Identify risk factors of bedsores

## **UNIT VII: Concept of Safety: Risk Management**

In this unit learners will explore various hazards in the environment and will identify ways to minimize or eliminate these hazards.

At the completion of this unit learners will be able to:

1. Define safety
2. Describe the characteristics of safety
3. Identify physical and microbial hazards in environment
4. Discuss various ways to minimize hazards
5. Discuss the assessment for environmental safety
6. Identify physical and microbial hazards in the hospital environment, which interfere with patients' safety
7. Explain general preventive measures for safe environment for health team members and patient
8. Using assessment, identify people at risk for safety dysfunction.

## **Unit-VIII: Concept of Teaching Learning**

At the end of this unit, learners will be able to;

1. Identify the learning needs of the patient at the clinical site
2. Develop teaching learning plan
3. Perform health teaching at the clinical site

## **Unit-IX:     Oxygenation: Respiratory Function & Cardiovascular System**

1. Identify factors that can interfere with effective oxygenation of body tissues.
2. Describe common manifestations of altered respiratory and cardiovascular function.
3. Discuss lifespan-related changes and problems in respiratory function and cardiovascular system.
4. Describe nursing measures to ensure a patient airway.
5. Apply Nursing Process and teaching plan for a client with altered respiratory function and cardiovascular function.
6. Recognize the emergencies related to respiratory and cardiovascular system.
7. Explain ways that caregivers can decrease the exposure of clients to infection.
8. Differentiate between medical and surgical asepsis.

## **Unit X:       Activity and Exercise Pattern**

In this unit learners will explore the benefits of mobility for maintenance of health. Develop the understanding of Range of Motion (ROM) to maintain muscle strength and body alignment for bed ridden patients.

At the completion of this unit learners will be able to:

1. Define terms mobility, joint mobility, body alignments and body mechanics.
2. Discuss the benefits of activity and exercise.
3. Identify the principles of gravity that affects balance.
4. Discuss factors affecting mobility.
5. Discuss the effects of immobility on human body.
6. Review A&P of muscular skeletal system and characteristics of normal movement.
7. Describe the impact of immobility on Physiologic and Psychological functioning.
8. Apply nursing process while planning for the client with altered muscular skeletal system.

## **Unit XI:      Process of Hospitalization**

At the end of this unit learners will be able to:

1. Define the team admission, transfer and discharge
2. Discuss the procedure for admission, transfer and discharge
3. Identify nursing responsibility during admission, transfer and discharge
4. Discuss nurse role in preparing patients and family for discharge
5. Discuss the normal reaction of patient being hospitalized.

**Note:** Needs to be consistency either write description in all units or just start with objectives.

## List of Skills Labs

| S # | List of Skills Lab                 | Hours |
|-----|------------------------------------|-------|
|     | CPR Certifications BLS             |       |
|     | Preparing of different beds        |       |
|     | Bathing a patient in bed           |       |
|     | Measuring body temperature         |       |
|     | Assessment of pulse                |       |
|     | Assessment of Respiration          |       |
|     | Monitoring of Blood pressure       |       |
|     | Mouth care of unconscious patient  |       |
|     | Measurement of Height & Weight     |       |
|     | Admission of a patient in hospital |       |
|     | Discharge of patient in hospital   |       |

## Clinical Objectives of Fundamental of Nursing:

1. Identify the roles and functions of health care team members.
2. Describe the functions of the various departments in a hospital.
3. Describe the physical setup of a ward
4. Utilize techniques of therapeutic communication skills with patient and health team members.
5. Collect patients' data through interview.
6. Observe the coordination of patients' care between the health team members.
7. Identify different forms used for documentation in patients' care.
8. Utilize appropriate hospital forms for documentation.
9. Assess, document and identify variations in Vital Signs
10. Discuss the observations for different Vital Signs pattern.
11. Develop problem list based on patients' assessments and rationalize each problem identified.
12. Document assessment of patients' problems/needs by using Maslow's Hierarchy of human needs at a beginning level.
13. Develop Nursing care plan based on priority patients' problem by following all the six components of nursing process.
14. Observe the process of admission of a patient in hospital.
15. Orient a patient to hospital environment.
16. Assist in transfer of patients from one unit to another unit and department.
17. Assist in preparing patients and family for discharge.
18. Document the discharge of patients from the hospital.
19. Observe various legal forms/documents used in the admission process
20. Observe patients' reactions to hospitalization and give assistance as needed.

21. Demonstrate occupied and unoccupied bed making.
22. Assess the need of personal hygiene care for selected patients and provide care accordingly.
23. Document patients' assessment and care provided.
24. Utilize skills to maintain healthy nails and feet
25. Demonstrate use of following safety measures for patients:
26. Side rails
27. Restraints
28. Hand washing
29. Demonstrate application of body mechanics when moving and lifting patient.
30. Demonstrate range of motion exercises on a patient.
31. Provide back care to bed ridden patients.
32. Assist in transferring patients from bed to bed, bed to chair and bed to stretcher.
33. Utilize different comfort devices in patients' care.
34. Assist patients with different types of positions.
35. Demonstrate characteristics of a professional nurse.
36. Assist patients in maintaining proper body alignment in bed.

### **References:**

1. Carpinito L. J. (1998). *Nursing Care Plans & Documentation: Nursing Diagnosis and Collaborative Problem* (3<sup>rd</sup> ed.) Philadelphia: Lippincott
2. Craven, R. F., & Hirnle, C. J. (2000). *Fundamentals of Nursing: Human Health and Function*. (3<sup>rd</sup> ed.). New York: Lippincott.
3. Delaune, S. C., & Ladner, P. K. (2002). *Fundamentals of Nursing: Standards and Practice*. (2<sup>nd</sup> ed.) Canada: Delmar.
4. Erb, G. K., B. (2000). *Fundamentals of Nursing: Concepts, Process and Practice* (5<sup>th</sup> ed.) Addison: Wesley.
5. Potter, P. A & Perry, A. G. (2003). *Basic Nursing: Essentials for Practice* (5<sup>th</sup> ed.) St. Louis: Mosby.

## **2. Microbiology**

**3 CH**

### **Course Description:**

This course is designed to furnish the learners with the knowledge of basic concepts and scientific principles of Microbiology. It facilitates the learners to learn the application of principles of Microbiology in hospital and community environment.

### **Course Objectives:**

By the compilation of this course, learners will be able to:

1. Explain the necessity of the knowledge of Microbiology needed when providing nursing care to the clients.
2. Use basic principles of Microbiology in nursing practice, in a hospital and community environment.
3. Demonstrate the skills learnt in the laboratory to carryout simple laboratory experiments.

## Teaching/Learning Strategies:

Lecture, discussion, mall group projects, group discussion, presentation, self study, laboratory work and demonstration, Pre/Post tests.

## Evaluation Criteria:

|                |            |
|----------------|------------|
| Test (s)       | 40%        |
| Lab Assessment | 15%        |
| Assignment     | 15%        |
| Final Exam     | <u>30%</u> |
| Total          | 100%       |

## Recommended Reading:

1. Pelczar, J. M. (1993). *Microbiology Concepts & Applications*. New York: McGraw Hill.

## UNIT OBJECTIVE:

### Unit I: Introduction to Microbiology

In this unit learners will be introduced to Microbiology and its importance in nursing practice learners will also be introduced with microbes and their types.

At the completion of this unit learners will be able to:

1. Define microbiology.
2. Explain the importance of microbiology in nursing practice
3. List the contribution of the following scientists in the field of microbiology.
  - ◆ A. V. Leeunvenhork
  - ◆ F. Redi
  - ◆ L.. Pasteur
  - ◆ R. Koch
4. Distinguish between eukaryotic and prokaryotic cell.
5. List some basic properties of virus
6. List basic nutritional requirements of microorganisms
7. Classify bacteria on the bases of their nutritional requirement and morphology

### Unit II: Control of Microorganisms

In this unit learners will explore different physical and chemical methods to control the microbial growth. They will also discuss some therapeutic uses of chemicals.

At the completion of this unit learners will be able to:

1. Explain importance of the control of microbial growth.
2. Describe some physical and chemical methods to control microbial growth

3. Define the terms i.e. sterilization, antiseptic, asepsis, aseptic, macrobiotic, microbiocidal, antibiotic etc.
4. Differentiate between broad spectrum and narrow spectrum antibiotics.

### **Unit III: Defence Mechanisms of the Body**

This unit focuses on the resistance of the body which microorganism's encounter where they enter in the human body. This unit highlights the importance of the resistance or defense of the body which will help learners in understanding that why infection occurs some times and not always.

At the completion of this unit learners will be able to:

1. Explain the role of good health in protection against the microbial infection.
2. Define resistance and susceptibility.
3. Define nonspecific resistance.
4. Describe the role of the skin and mucous membrane in non specific resistance.
5. Explain the process of phagocytosis.
6. Define the specific resistance, innate resistance and immunity.
7. Explain four types of acquired immunity.
8. Differentiate between humoral and cell mediated immunity.
9. Define antigens and antibodies.
10. List the five classes of antibodies and their functions.
11. Explain the role of memory, tolerance and specificity in immunity.
12. Distinguish between primary and secondary immune response.
13. Define Hypersensitivity.
14. Differentiate between delayed and immediate Hypersensitivity.

### **Unit IV: Concept of Asepsis: Medical & Surgical Asepsis**

At the end of the session learners will be able to:

1. Identify the six components of chain of infection.
2. Explain examples of ways that infection may occur
3. Describe factors that increase the risk of infection in various settings.
4. Discuss the role of health care personnel and health in infection control.

### **UNIT V: Concept of Isolation**

At the end of this unit, learners will be able to:

1. Define Isolation.
2. Identify types of Isolation.
3. Relate isolation to the chain of infection cycle.
4. Identify nursing responsibilities in each type of isolation.

## Unit VI: Human and Microbial Interaction

In this unit learners will learn about the beneficial and harmful role of microorganisms. They will also learn about some diseases caused by these microorganisms.

At the completion of this unit learners will be able to:

1. Define normal flora of the body.
2. Differentiate between resident and transient normal flora.
3. List at least three beneficial role of normal flora.
4. Define nosocomial infections.
5. List at least three measures to control nosocomial infections.
6. Describe some pathogenic microbes and diseases i.e. tetanus, typhoid, cholera, diphtheria, tuberculosis, pertusis, mumps, measles, polio, influenza ascariasis, teaniasis and dermatomycosis.

## Unit VII: Microbiology in Every Day Life

In this unit learners will study about how microorganisms affect our environment i.e. air water, food.

At the completion of this unit learners will be able to:

1. Describe how microorganisms affects environment i.e. air, water and food.
2. List some safety measures to control water and food borne diseases.
3. Differentiate between food infection and food poisoning.

## COURSE SCHEDULE

| Date/Time | Topics   | Faculty |
|-----------|--|---------|
|           | <b>Unit I:</b><br>Introduction of Microbiology<br>Theories of Life, Prokaryotic and Eukaryotic cells   |         |
|           | <b>Unit II:</b><br>Control of Microorganisms<br>Simple and Gram staining of Bacteria<br>Microbial Genetics<br>Method<br>Control of microorganisms by physical Agents<br>Gram Staining<br>Control of microorganisms by Chemical |         |



|  |   |  |
|--|---|--|
|  | method<br>Antimicrobial agents in therapy<br>Antibiotic sensitivity   |  |
|  | <b>Unit III:</b><br>Defence mechanisms of the body<br>First line of defence<br>Second and third line of defence<br>Effect of on microbial PH growth.<br>Active and passive immunity |  |
|  | <b>Unit IV:</b><br>Concept Of Asepsis: Medical & Surgical<br>Asepsis  |  |
|  | <b>Unit V: Concept of Isolation</b>   |  |
|  | <b>Unit VI:</b><br>Human and microbial interaction  |  |
|  | <b>Unit VII</b><br>Microbiology in Everyday Life  |  |

#### List of Labs:

1. Lab safety procedure
2. How to use microscope
3. Culture media
4. Staining of bacteria

#### References:

1. Atlas, M, R. (1989). *Microbiology*. New York: McMillan Publishing.
2. Bocock, J. E. (1972). *Microbiology for Nurses*. London: Bailliere Tindall.
3. Colee, J. G. (1981). *Applied Medical Microbiology*. New York: Blackwell Scientific.
4. Gladwin, M. (1997). *Clinical Microbiology made ridiculously simple*. Singapore: Med Master.
5. Gupte, S. (1990). *Practice Microbiology*. New Delhi: Jaypee Brothers Medical.
6. Hare, R. (1980). *Bacteriology and Immunity for Nurses*. London: Longman Group.
7. Inglis, J. J. T. (1996). *Microbiology and Infection*. New York: Churchill Livingstone.
8. Jawetz, R. (1992). *Medical Microbiology*. London: Appleton and Lange.
9. Parker, M. J. (1978). *Microbiology for Nurses*. London: Bailliere Tindall.
10. Stucke, A. V. (1993). *Microbiology for Nurses*. London: Bailliere Tindal.

11. Tortora, J. G., & Funke, R. B. (1995). *Microbiology an Introduction*. New York: The Benjamin / Cumming.
12. Volk, A. W. (1991). *Essentials of Medical Microbiology*. Philadelphia: J. B. Lippincott.

### **3. Anatomy and Physiology I**

**3 CH**

#### **Course Description:**

This course introduces learners to the structures and functions of the human body. Knowledge of Anatomy & Physiology will provide a better understanding and integration to theoretical & clinical practice in nursing care situation.

#### **Course Objectives:**

On the completion of this course, the learners will be able to:

1. Describe the structure and function of various systems of the human body.
2. Discuss the role of homeostasis in maintaining normal body functioning.
3. Relate the basic anatomy & physiology concepts to the nursing care of clients.

#### **Teaching/Learning Strategies:**

Dissection of animal cadaver, small group discussion, CD Rom, quizzes, class activities, self study and viva practice.

#### **Course Expectations:**

1. Attend all lectures as per policy.
2. Pre-reading and preparation for each class.
3. Completion of quizzes and examination on due dates.
4. Participates actively in classes and tutorials.

#### **Evaluation Criteria:**

|               |            |
|---------------|------------|
| Test (s)      | 45%        |
| Viva Exam (s) | 20%        |
| Final Exam    | <u>35%</u> |
| Total         | 100%       |

#### **Required Reading:**

1. Ross, & Wilson. (2000) *Anatomy & Physiology in Health & Illness*. Edinburgh: Churchill, Eight Edition

## **UNIT OBJECTIVES:**

### **Unit I: Introduction to the Body as a Whole**

At the completion of this unit, learners will be able to:

1. Define the term Anatomy & Physiology (A&P)
2. Understand the relationship between A&P
3. Define level of organization of the body
4. Define anatomical position
5. Describe the various body planes.
6. Define the body cavities.
7. Discuss body cavities and list the organs lying within each cavity
8. Identify abdominal pelvic region & quadrant
9. Identify the organs present in Nine (9) abdomino pelvic regions.
10. Briefly discuss the importance of abdomino pelvic quadrants and regions.

### **Unit II: Homeostasis & Adaptation**

At the completion of this unit, learners will be able to:

1. Define the term homeostasis
2. Discuss the factors which effect homeostasis
3. Define feedback mechanism and its components.
4. Discuss the role of feedback mechanisms in maintenance of homeostasis with examples.

### **Unit III: Cell, Tissues & Membrane**

At the completion of this unit, learners will be able to:

1. Describe the structure and functions of a cell
2. Discuss the process of cell division i.e. mitosis and meiosis.
3. Briefly discuss the importance of mitosis & meiosis.
4. Classify the tissues of the body on the basis of structure, location and function into the following four major types.
  - Epithelial tissue
  - Connective tissue
  - Muscle tissue
  - Nervous tissue

### **Unit IV: The Skeletal System**

At the completion of this unit, learners will be able to:

1. Define skeletal system
2. Discuss the structure, types and functions of bone
3. List the functions of the skeletal system
4. Identify the bones of axial & appendicular skeleton

5. Describe the various markings on the surface of bones
6. Describe the bones of:
  - The skull
  - Vertebral column
  - The rib cage or chest
  - Pectoral girdle and upper extremity
  - Pelvic girdle and lower extremity
7. Briefly discuss the difference between male & female pelvis.

## **Unit V: The Joints**

At the completion of this unit, learners will be able to:

1. Define the term joint.
2. List three types of joints I.e.
  - Fibrous
  - Cartilaginous
  - Synovial
3. Describe the common characteristic features of a synovial joint.
4. List the types of synovial joints.
5. Discuss the types of movements possible at synovial joints.

## **Unit VI: The Muscular System**

At the completion of this unit, learners will be able to:

1. Define the following terms fascia, epimysium, perimysium, endomysium, tendons and aponeurosis
2. Describe the location and function of major muscles of:
  - The neck
  - The face
  - The back
  - The arms
  - The legs

## **Unit VII: Integumentary System (Skin, Nail & Hair)**

At the completion of this unit, learners will be able to:

1. Describe the structure of two layers of skin
  - Epidermis
  - Dermis
2. Briefly discuss the structure & function of skin derivatives.
  - Sweat gland
  - Sebaceous gland
  - Hair
  - Nail

3. Discuss the following functions of skin
  - Protection
  - Regulation of body temperature
  - Sensation
  - Absorption
  - Excretion

### **Unit VIII: The Cardiovascular System**

At the completion of this unit, learners will be able to:

1. Define blood and list its functions
2. Describe the composition, sites of production and functions of cellular parts of blood and plasma
3. Briefly explain the ABO blood groups & Rh factor.
4. Explain the structure and function of:
  - Arteries
  - Veins &
  - Capillaries
5. Describe the location, structure and functions of the heart and its great blood vessels.
6. Discuss the blood flow through the heart
7. Describe the structure and functional features of the conducting system of the heart.
8. Describe the principle events of a cardiac cycle.
9. Describe the following types of blood circulation:
  - Pulmonary circulation
  - Systemic circulation (coronary & hepatic portal circulation).

### **Unit IX: The Lymphatic System**

At the completion of this unit, learners will be able to:

1. Define lymph & the lymphatic system
2. Identify the organs of lymphatic system
3. Describe the general functions of the lymphatic system
4. Describe how lymph is formed
5. Describe the lymph vessels & how lymph is returned to the blood vessels
6. Describe the structure and functions of the lymph nodes, nodules, spleen and the thymus glands.

### **Unit X: The Digestive System**

At the completion of this unit, learners will be able to:

1. define the digestive system and list its functions
2. Identify the various organs of digestive system
3. Describe the anatomy & physiology of digestive organs

4. Discuss the role of accessory organs in digestion
5. Discuss digestion of food with in
  - Mouth
  - Stomach
  - Small intestines
  - Large intestines
6. Discuss the absorption of nutrients in the digestive system
7. Discuss the process of defecation.

## COURSE SCHEDULE

| Date/Time | Topic  | Hours |
|-----------|--|-------|
|           | <b>Unit I:</b><br>Introduction of the Course.<br><br>Introduction to Anatomy & Physiology<br>Body planes & cavities        |       |
|           | <b>Unit II:</b><br>Homeostasis and Adaptation  |       |
|           | <b>Unit III:</b><br>Cell, Tissue & Membrane<br>Tissues & Membrane  |       |
|           | <b>Unit IV:</b><br>The Skeletal System<br>Axial Skeleton<br>Appendicular Skeleton  |       |
|           | <b>Unit V:</b><br>The Joints   |       |
|           | <b>Unit VI:</b><br>The Muscular System   |       |
|           | <b>Unit VII:</b><br>The Integumentary System<br>Nail & Hair  |       |
|           | <b>Unit VIII:</b><br>The Circulatory System<br>Blood<br>Blood vessels / Heart<br>Heart<br>Arterial System<br>Venous system |       |
|           | <b>Unit IX</b><br>The Lymphatic system   |       |
|           | <b>Unit X:</b><br>The Digestive System<br>Structure and Function of Mouth,<br>Pharynx & Oesophagus                         |       |

|  |   |  |
|--|---|--|
|  | Structure & Function of Stomach<br>Structure and Function of Accessory<br>Organs<br>Structure and Function of Small &<br>large intestine<br>Large Intestine |  |
|--|---|--|

### References:

1. Guyton, A. C. (2001). Medical Physiology (10<sup>th</sup> ed) Washington: Kirokawa.
2. Tortora, G. J. (2000). Principles of Human Anatomy and Physiology (3<sup>rd</sup> ed). New York: Happer & Row.

## 4. Biochemistry

3 CH

### Course Description:

This course is intended to provide the health professional with an understanding of the major organic substances of living organisms, proteins, carbohydrates and lipids, their structure analyses and biochemical functions. It also provide an introduction to the chemistry of bioenergetics, metabolism, biosynthesis and molecular biology

### Course Objectives:

At the end of the course students will be able to:

1. Describe the basics of organic chemistry with emphasis on the biomolecules and reactions encountered in biochemistry of proteins, carbohydrates, lipids, enzymes and hormones.
2. Perform experiment to study the chemical & physical properties of biomolecules.
3. Relate the basic knowledge of biochemistry for better understanding of the physiological functions of the human body.

### Teaching/Learning Strategies:

Lectures, Class discussions, role play, presentations laboratory demonstration, experiments, written assignments, problem solving activities, self study, pair and group work.

### Course Expectations:

In order to successfully meet the objectives of this course students will do the following:

1. Attend all classes, and laboratory sessions as per policy
2. Pre-reading for each class
3. Complete all assignments, and examinations on due dates
4. Participate actively in classes and in laboratory sessions.

5. Satisfactory completion of laboratory work.

**Evaluation Criteria:**

|                 |   |      |
|-----------------|---|------|
| Test # 1        | = | 15%  |
| Test # 2        | = | 15%  |
| Lab Performance | = | 20%  |
| Lab Project     | = | 20 % |
| Final Exam      | = | 30%  |

**Course Schedule:**

|                 | <b>Topic</b>  |           |
|-----------------|---|-----------|
| <b>Unit I:</b>  | <b>Basic concepts of Chemistry</b> <ul style="list-style-type: none"><li>• Importance of Chemistry in nursing</li><li>• Matter</li><li>• Elements Mixtures &amp; Compound</li><li>• Structure of Atom (Periodic Table)</li><li>• Chemical formula</li><li>• Chemical Reactions</li><li>• Equations</li><li>• Bonding</li><li>• Redox Reaction</li><li>• Acid Base</li></ul> | 2.5 hours |
| <b>Unit II:</b> | <b>Basic concepts of Organic Chemistry</b><br>Definition of Organic Chemistry & Compounds<br>Classification of Organic compound<br>Properties of Organic compound<br>International Union Nomenclature of Alpha Compounds (IUPAC)<br>Hydro Carbons<br>Alkanes, Alkene & Alkynes<br>Isomerism<br>Functional groups<br>Macromolecule of human body                             | 2.5 hours |
| <b>Unit III</b> | Metabolism and Adeno-Tri-Phosphatase (ATP)  |           |
| <b>Unit IV:</b> | <b>Chemistry of Carbohydrates</b><br>Structure of Carbohydrates<br>Classification of Carbohydrates<br>Properties of Carbohydrates<br>Biological significance of Carbohydrates   |           |
| <b>Unit V:</b>  | <b>Chemistry of Lipids</b><br>Structure of Lipids<br>Properties of Lipids   | 4 hours   |



|                  |   |         |
|------------------|---|---------|
|                  | <p>Biological significance of Lipids</p> <p>Classifications of Lipids</p> <ol style="list-style-type: none"> <li>1. Simple lipids</li> <li>2. Compound Lipids</li> </ol> <p>Derived Lipids</p> <p>Fatty Acids</p> <p>Fats &amp; oil</p> <p>Saturated and unsaturated fatty acids</p> <p>Uses of fats in the body</p> <p>Physical and chemical properties of fats</p>  |         |
| <b>Unit VI:</b>  | <p><b>Chemistry of Proteins</b></p> <p>General chemistry of amino acids</p> <p>Composition</p> <p>Amphoteric nature</p> <p>Dipeptides</p> <p>Structure of Proteins</p> <ul style="list-style-type: none"> <li>○ Primary</li> <li>○ Secondary</li> <li>○ Tertiary</li> </ul> <p>Quaternary</p> <p>Functions of Proteins</p> <p>Biological importance of Proteins</p> <p>Classification of Proteins on the basis of</p> <ul style="list-style-type: none"> <li>○ Solubility</li> <li>○ Composition</li> <li>○ Biological functions</li> </ul> <p>Properties of Proteins</p> <ul style="list-style-type: none"> <li>○ Colloidal nature</li> <li>○ Denaturation of Protein</li> </ul> | 4 hours |
| <b>Unit VII:</b> | <p><b>Nucleic Acid &amp; Nucleotide</b></p> <p>Review of the cell</p> <p>Structure of Nucleic acid</p> <p>Chemistry of Nucleic Acid, Nucleosides and Nucleotides</p> <p>Structure of DNA &amp; RNA</p> <p>Functions of Nucleic Acid</p> <p>Biological importance of Nucleotides</p>   | 3 hours |

|                   |   |           |
|-------------------|---|-----------|
| <b>Unit VIII:</b> | <b>Enzymology</b><br>Importance of enzymes<br>Enzyme as Protein<br>Properties of Enzymes<br>Enzyme Specificity<br>Mechanism of Enzyme action<br>Activators and inhibitors<br>Factors affecting Enzymes activity <ul style="list-style-type: none"> <li>○ Concentration</li> <li>○ Ph</li> <li>○ Temperature</li> <li>○ Time</li> </ul> Co-Enzymes & its classification<br>Enzymes in clinical medicines | 2.5 hours |
| <b>Unit IX:</b>   | Bio-energetics and Metabolism<br><b>Definition of Bioenergetics</b><br>Biogenetic Metabolism<br>Biological Oxidation<br>Oxidation<br>Electron transport chain<br>Electron Carriers<br>Biological Redox Reaction   | 3.5 hours |
| <b>Unit X:</b>    | Metabolism of Protein<br>Review the digestion and absorption of Proteins<br>Nitrogen balance<br>General pathway of Protein metabolism<br>De-amination   | 3 hours   |
| <b>Unit XI:</b>   | Hormones (Communication among cells & tissues)<br>Introduction of hormone<br>Classes of Hormones <ul style="list-style-type: none"> <li>○ Steroid Hormone</li> <li>○ Amino Hormone</li> <li>○ Peptide Hormone</li> </ul> Mode of Action of steroid & peptide hormones   | 3 hours   |

## Unit Outlines:

### Unit I:      **Basic concepts of Chemistry**

Discuss the importance of chemistry in nursing. Also review the concepts that would help in better understanding of the following units

After the completion of this unit students will be able to:

1. Review the basic concepts of matter and elements mixture, compounds, chemical reactions, equations & bonding.
2. Discuss Acid base and redox reactions.

### Unit II:      **Basic concepts of Organic Chemistry**

Explain how organic chemistry is important in daily life & in nursing practice.

After the completion of this unit students will be able to:

1. Recognize the importance of organic compounds.
2. Compare properties of organic and inorganic compounds.
3. Describe the classification of organic compounds.
4. Differentiate the type of hydrocarbons.
  - Saturated
  - Unsaturated
5. Describe the molecular composition of:
  - Carbohydrates
  - Fats
  - Proteins
  - Nucleic acid
6. List the functional groups that is alcohol, ethers aldehydes, ketones, acids, esters, amines, amino acids, and amides.
7. Write equations for the formations of alkene, alkanes, aldehydes, ketones, acids, esters, amines and amides.
8. Discuss the biologic importance of various aldehydes, ketones, acids, esters, amines, amides.
9. Distinguish between primary, secondary and tertiary amines.
10. Explain the structure of amino acid (  $\alpha$  -amino acid ).
11. Discuss isomerism with at least two examples.

### Unit III:      **Metabolism:**

At the end of this unit learners will be able to:

1. Define metabolism, anabolism, catabolism
2. Define Adenosine Triphosphalic (ATP) and discuss its relationship with catabolism and anabolism.
3. Define the following terms, gluconeogenesis, glycogenesis, glycogenolysis, transamination, deamination & ketosis.

4. Briefly discuss the following metabolic pathways for carbohydrate, protein & fats in terms of Glycolysis. Krebs cycle & electron transport chain.

#### **Unit IV: Chemistry of Carbohydrates**

Describe the structure, properties & functions of Carbohydrates

After the completion of this unit students will be able to:

1. Define carbohydrates.
2. Describe the general structure of carbohydrates.
3. Explain the classification of carbohydrate.
4. Compare the three major classes of carbohydrates that is mono saccharide, disaccharide and polysaccharide.
5. Discuss the biological significance of carbohydrates.

#### **Unit V: Chemistry of Lipids**

Describe the functions & structure of lipids

After the completion of this unit students will be able to:

1. Describes the structure and general properties of lipids and fatty acids.
2. Discuss the classification of lipids that is simple, compound & derived lipids.
3. Distinguish between saturated and unsaturated fats
4. Distinguish between soap and detergents.
5. Explain briefly the role of phospholipids in cell membranes.
6. Role of steroids (cholesterol )

#### **Unit VI: Chemistry of Proteins**

Describe the structure, functions & properties of proteins.

After the completion of this unit students will be able to:

1. Discuss the general structure of amino acids.
2. Discuss the following
  - Essential and non essential amino acid.
  - Polar and non polar amino acid
  - Zwitter ion
3. Describe classification of proteins according to solubility, composition, function and shape.
4. Explain the significance of protein denaturation.
5. Discuss the structure of dipeptides and tripeptides.
6. Describe the primary, secondary, tertiary and quaternary structure of protein.

## **Unit VII: Nucleic Acid & Nucleotide**

In this unit students will study about nucleotide, DNA & RNA that represent the fundamental molecule of life.

At the completion of this unit students will be able to:

1. Describe the main structural features of nucleotide.
2. Explain the structure of RNA & DNA.
3. State the main differences between DNA & RNA.
4. Discuss the biological importance of nucleotides.

## **Unit VIII: Enzymology**

Explains the importance of enzymes, their mode of actions and properties to human physiology.

After the completion of this unit students will be able:

1. Discuss the importance of enzymes.
2. Explain the mode of enzyme activity.
3. Distinguish between apoenzymes, coenzymes & co factors.
4. Distinguish between activators and inhibitors
5. Understand inhibition of enzyme activity in
  - Competitive inhibitors
  - Non competitive inhibitors
  - Uncompetitive inhibition.
6. Describe with the classification of enzymes
7. Discuss the clinical significance of enzymes
8. Explain the factors affecting the enzyme activity.

## **Unit IX: Bio-energetic and Metabolism**

1. Define Bioenergetics
2. Briefly discuss the concept of free energy
3. Explain the role of ATP in Linking Catabolism and anabolism
4. Discuss the biological oxidation and reduction reaction
5. Describe electron transport chain and oxidative phosphorylation

## **Unit X: Metabolism of Carbohydrates**

Explains the metabolism of CHO

After the completion of this unit students will be able to:

1. Discuss the importance of glucose in blood and its dependency by various
2. Discuss the glycogenesis and glycogenolysis
3. Describe the role of oxidative glucose catabolism in the citric acid cycle.

4. Describe the role of gluconeogenesis
5. Discuss the overall scheme of carbohydrate metabolism

### **Unit XI: Metabolism of Fats**

Explains the metabolism of lipids & fats.

After the completion of this unit students will be able to:

1. Describe the mechanism of fatty acid oxidation
2. Discuss the amount of energy produced during the oxidation of a fat.
3. Explain the significance of the role of ketone bodies.

### **Unit XI: Metabolism of Protein**

Explain the metabolism of Proteins

After the completion of this unit students will be able to:

1. Review the digestion and absorption of protein.
2. Explain the significance of nitrogen balance
3. Describe the synthesis of protein
4. Discuss the transamination, deamination and decarboxylation.
5. Discuss the formation of urea and ammonia disposal

### **Unit XII: Hormones (Communication among cells & tissue)**

After the completion of this unit students will be able to:

1. Describes the classification of hormone.
2. Discuss the mode function of steroid & peptides hormones.
3. To become familiar with the cardiac, pineal and gastrointestinal hormones.

### **References:**

1. Jacob A. (2004). Biochemistry for Nurses, 2<sup>nd</sup> ed. New-Delhi: Jaypee Brothers.
2. Chatterjea MN. (2004) Textbook of Biochemistry for dental /nursing / pharmacy students 2<sup>nd</sup> ed, New Delhi : jaypee.
3. Sackhiem, G. I. (1994).In Chemistry for the health science, 7<sup>th</sup> ed , New York: Macmillan.
4. Tortora, F. J., & Anagnostakos, N.P. (2000). Principles of Anatomy & Physiology, New York: Harper & Row.
5. Lehninger N. I (1997) Principles of Biochemistry, 2<sup>nd</sup> ed, New York: Worth.

### **Topics to be Covered in Laboratory**

1. Review Lab
2. Properties of Organic compounds

3. Cell TBD (Total Body Density)
4. Carbohydrates
5. Lipids
6. Proteins
7. Metabolism
8. Enzyme kinetics
9. Lab evaluation

### **Lab evaluation criteria**

After the Completion of the labs each student will assessed at the end of the semester individually according to the following criteria.

| S.# | Area   | Points |
|-----|--|--------|
| 1   | Lab performance (such as safety and handling, setup, observation interpretation) | 15     |
| 2   | Viva   | 10     |
| 3   | Attendance and punctuality through out the labs in the semester                  | 5      |

As the lab is 0.5 credits therefore 20% marks will be counted towards the final grade. In addition to this satisfactory completion of lab manual is compulsory.

## **5. Computers Skills**

**1 CH**

### **Courses Description:**

The purpose of this course is to give the learners a basic understanding of computers and describe the use of information technology in the modern world. Learners will learn how to use the software programmes which include Word, Excel, Access, PowerPoint, and Outlook. The course is intended to augment the computer skills required in clinical and scholastic settings. Learners will study computer applications in nursing education and practice. A large focus will be on utilizing these technologies are shaping today's health care information system.

### **Course Objective:**

On the completion of the course, the learner will be able to:

1. Discuss computer skills, application and how it affects nursing practice, and education.
2. Demonstrate skills in the use of a word processor (Microsoft Word), spreadsheet/data base (Microsoft Excel).
3. Demonstrate skills in preparing materials for presentation by slide, overhead, or computer projection (multimedia) using presentation software (PowerPoint)

4. Demonstrate skills in accessing national/international networks, search engines and databases using a virtual private network.
5. Verbalize understanding of Internet and its use, value, and efficacy in communicating nursing knowledge.
6. Identify the use of computers in our own area of nursing practice
7. Illustrate the effective use of computer and its software's in nursing where necessary

**Teaching/Learning Strategies:**

Lectures, Computer lab, Discussion, Handout, Flow charts, Checklist, demonstration and re-demonstration in the learning recourse center.

**Evaluation Criteria:** Pass / Fail

**COURSE SCHEDULE**

| Date/Time | Topics   | Faculty |
|-----------|--|---------|
|           | Introduction to computer and its components and typing tutor.<br>Ms Word<br>Ms Word<br>Ms Power Point<br>Ms Power Point<br>Ms Excel<br>Ms Excel<br>Introduction to internet, intranet and CD ROM search<br>Application of Computer in Nursing and Review session |         |

**References:**

1. Arnold, J. M., & Pearson, G. A. (1992). *Computer Applications in Nursing Education and Practice*. New York: National League of Nursing.
2. Saba, V. K., & McCormick, K. A. (1995). *Essentials of Computers for Nurses*. New York: McGraw Hill.
3. Thede. L. Q. (1999). *Computers in Nursing: Bridges to the Future*. Philadelphia: Lippincott.

**English 2 CH**

**ANNEXURE-A**



## COURSE SCHEDULE

| Date/Time | Topics                              | Hours |
|-----------|-------------------------------------|-------|
|           | <b>Unit-I</b><br>Oral Communication |       |
|           | <b>Unit-II</b><br>Oral Presentation |       |
|           | Unit-III<br>Vocabulary              |       |
|           | Unit-IV<br>Grammar                  |       |
|           | Unit-V<br>Reading Comprehension     |       |
|           | Unit-VI Report Writing              |       |

### **Unit I: Oral Communication**

#### **Description:**

This unit is designed to build students' conversation confidence. It provides them with speaking models that will help them in exchange of greetings, ideas, thought and feelings.

#### **Objectives:**

At the completion of this course students will be able to:

1. Greet people and start and finish a conversation
2. Engage in a telephone conversation
3. Give compliments
4. Extend congratulations/sympathy
5. Express feelings
6. Ask for information/explanation
7. Exchange opinions and ideas
8. Suggest/advise/persuade/insist etc.

## Unit II: **Oral Presentations**

### **Description:**

This unit focuses on building students' confidence to speak fluently and persuasively before an audience. It also aims at establishing the importance of presentation skills in clinical context.

### **Objectives:**

At the completion of this unit, students will be able to:

1. Discern elements of a good presentation
2. Select topics of common interest and share useful information
3. Learn how to prepare and organize a good presentation using a variety of strategies/modes to convey ideas
4. Handle questions directed from the audience
5. Engage in thought-provoking discussions
6. Wrap up convincingly, restating the key points.

## Unit III: **Vocabulary**

### **Description:**

This unit is designed to build students verbal skills by making them aware of different categories of lexical items.

### **Objectives:**

At the completion of this course students will be able to:

1. Use the dictionary with facility
2. Identify various parts of speech
3. Enhance their knowledge of root words
4. Learn some of the common suffixes and prefixes used in medical terminology
5. Use some of the idiomatic phrases used to describe physical ailments
6. Enhance their knowledge of idioms and phrasal verbs in general

## Unit IV: **Grammar**

### **Description:**

This unit aims at enabling students to make appropriate use of specified grammatical items.

### **Objectives:**

At the completion of this unit, students will be able to:

1. Complete sentences and paragraphs using the appropriate form of the present and past continuous tense.

2. Maintain subject verb agreement in sentences
3. Write sentences using the correct word order
4. Convert active sentences into passive and vice versa
5. Change direct speech into indirect speech and vice versa
6. Differentiate between present perfect and past simple
7. Use the definite and indefinite articles correctly
8. Insert correct prepositions of time and place in sentences.

## **Unit V: Reading Comprehension**

### **Description:**

This unit aims at enabling students to read and comprehend fairly complex, unfamiliar, nursing and non-nursing, authentic texts with appropriate speed and adequate understanding.

### **Objectives:**

At the completion of this course, students will be able to:

1. Predict the content of the text through titles, subtitles, non-linguistic devices etc.
2. Grasp the main idea through skimming
3. Search specific points of information through scanning
4. Develop the skill of inferring meaning of a word by considering its context
5. Recognize cohesive devices
6. Respond to questions of literal comprehension
7. Respond to questions involving re-interpretation and inference
8. Respond to questions of personal response

## **VI Report Writing**

### **Description:**

This unit will provide learners with an evaluation criterion for writing correct, concise and informative field visit reports.

### **Objectives:**

**At the completion of this unit learners will be able to:**

1. Provide biographical information of the filed visit site
2. Document observations critically
3. Establish purpose and function of the visit
4. Write a legible report with ideas following logically from one point to another.

# YEAR 1

## Semester II

| Serial #     | Course Title               | Theory | Clinical | Skills/ Lab | Total Credit |
|--------------|----------------------------|--------|----------|-------------|--------------|
| 1            | Fundamental of Nursing-II  | 2.00   | 1.00     | 1.00        | 4.00         |
| 2            | Anatomy and Physiology-II  | 3.00   |          |             | 3.00         |
| 3            | Community Health Nursing-I | 2.00   | 1.00     |             | 3.00         |
| 4            | Applied Nutrition          | 1.00   |          |             | 1.00         |
| 5            | English-II                 | 2.00   |          |             | 2.00         |
| 6            | Islamiat*                  | 2.00   |          |             | 2.00         |
| 7            | Pak. Studies*              | 2.00   |          |             | 2.00         |
| <b>Total</b> |                            |        |          |             | <b>17.00</b> |

### 1. Fundamentals of Nursing-II 4 CH

#### Description:

This course introduces learners to different concepts of nursing practice with emphasis on identifying the patient needs, developing communication skills and use of the nursing process. Learners will gain knowledge related to theoretical concepts, values, and norms of the profession, while learning skills for providing basic nursing care to patients in hospital settings. Gordon's Functional Health Pattern (FHPs) will be used to assess patient needs.

#### Objectives:

By the completion of this course, learners will be able to:

1. Identify the prescribed standards of nursing care set by the institution.
2. Begin to identify the importance of evaluation in his/her nursing practice.
3. Identify relevant sources, which contribute to personal and professionals growth.
4. Begin to use the nursing process to deliver safe nursing care to individuals.
5. Begin to understand the knowledge derived from Humanities, Natural and Behavioral Sciences, when providing nursing care to clients.
6. Identify basic principle that protection against
7. Use critical thinking skills in selecting nursing intervention and outcomes for the planning of care setting.
8. Perform all basic nursing skills safely and accurately at clinical settings

#### Teaching/Learning Strategies:

Lecture, discussion, role play, group work, group presentation, demonstration video and return demonstration.

**Evaluation Criteria:**

|                             |             |
|-----------------------------|-------------|
| Quiz (s)                    | 40%         |
| Skills Performance Test (s) | 20%         |
| Final Exam                  | <u>40%</u>  |
| <b>Total</b>                | <b>100%</b> |

| <b>DATE/ TIME</b> | <b>TOPIC</b>  | <b>Hours</b> |
|-------------------|---|--------------|
|                   | <b>Unit- I</b><br>Nursing Process   |              |
|                   | <b>Unit II:</b><br>Concept of Value Belief  |              |
|                   | <b>Unit III:</b><br>Self Concept and Self Perception  |              |
|                   | <b>Unit IV:</b><br>Cognitive Conceptual (Pain Management nursing and non-nursing interventions) |              |
|                   | <b>Unit V:</b><br>Concept of Nutrition and Dietary  |              |
|                   | <b>Unit-VI:</b><br>Concept of Elimination   |              |
|                   | <b>Unit-VII:</b><br>Concept of Sleep  |              |
|                   | <b>Unit VIII:</b><br>Human Responses To Illness   |              |
|                   | <b>Unit IX:</b><br>Concept of Sexuality   |              |
|                   | <b>Unit X:</b><br>Concept of Loss & Grieving and Death and Dying                                |              |
|                   | <b>Unit XI</b><br>Concepts of Stress & Coping   |              |

**List of Skills Labs**

1. Application of hot water bag
2. Application of Cold Compresses
3. Applying bandages including wound dressing
4. Performing nebulization/steam therapy
5. Apply suction therapy.
6. Care of drainage bags (catheter)
7. Sitz bath
8. Elimination: Suppositories, Enema, Flatus Tube, Manual extraction
9. Specimen Collection
10. Urine Testing through dipstick

## **Unit I: Nursing Process**

In this unit learners will be introduced to the application of the nursing process in professional nursing practice.

At the completion of this unit learners will be able to:

1. Define nursing process.
2. Describe the purposes of nursing process.
3. Identify the components of the nursing process
4. Discuss the requirements for effective use of the nursing process
5. Describe the functional health approach to the nursing process

### **Nursing Assessment:**

1. Describe the assessment phase of the nursing process
2. Discuss the purpose of assessment in nursing practice
3. Identify the skills required for nursing assessment.
4. Differentiate the three major activities involved in nursing assessment.
5. Describe the process of data collection.
6. Perform a nursing assessment using a functional health approach.

### **Nursing Diagnosis:**

1. Define diagnosis in relation to the nursing process.
2. State the meaning of nursing diagnosis
3. Describe the components of a nursing diagnosis
4. Differentiate between a nursing diagnosis and medical diagnosis.
5. Identify the clinical skills needed to make nursing diagnoses.
6. Formulate nursing diagnoses according to NANDA list.

### **Outcome Identification and Planning:**

1. Define outcome identification and planning
2. Explain the purposes of outcome identification and planning.
3. Describe the components of the nursing plan of care.
4. Use a functional health approach to plan client care.

### **Implementation and evaluation:**

1. Define implementation and evaluation
2. Discuss the purposes of implementation and evaluation
3. Describe clinical skills needed to implement the nursing plan of care.
4. Describe activities the nurse carries out during the evaluation phase of the nursing process.
5. Use a functional approach to implement and evaluate client care.

### **Communication of the Nursing Process: Documenting and Reporting:**

1. Describe the purposes of the client record
2. List the principles of charting
3. Discuss the guidelines of documentation.

4. Discuss the importance of confidentiality in the documenting and reporting.

### **Critical Thinking:**

1. Explain the importance of critical thinking in nursing.
2. Discuss definitions of, characteristics of, and skills used in critical thinking.
3. Identify the three major factors that affect thinking.
4. Explore ways to enhance and develop critical thinking skills especially as applied to nursing.
5. Set personal goals for developing critical thinking skills.

### **UNIT II: Concept of Value Belief**

At the end of this unit, learners will be able to:

1. Define value/belief pattern
2. Explain how behaviors related to values
3. Identify sources of professional nursing values
4. Apply cultural and developmental perspective when identifying values
5. Examine values conflict and resolution in nursing care situations

### **UNIT III: Self Concept and Self Perception**

At the end of this unit, learners will be able to:

1. Define self perception/ self concept pattern.
2. Describe the functions of self and self concept
3. Discuss how self concept develops through out the life span
4. Discuss factors that can effect self concept
5. Identify possible manifestation of altered self concept
6. Apply nursing process for a person with an altered self concept

### **UNIT IV: Concept of Pain (Different Therapies)**

At the end of the session learners will be able to:

1. Define the process of pain (physiological changes)
2. Describe the different theories of pain theory.
3. differentiate between acute and chronic pain
4. Discuss the non pharmacologic interventions pain management.
5. identify pharmacologic interventions for pain management

### **UNIT V: Concept of Nutrition and Dietary**

At the end of this unit, learners will be able to:

1. Define nutrition/metabolic pattern.
2. Review essential nutrients and examples of good dietary sources for each

3. Review normal digestion, absorption, and metabolism of carbohydrates, fats, and proteins.
4. Discuss nutritional considerations across the life span
5. list factors that can effect dietary pattern
6. Describe manifestations of altered nutrition
7. Explain nursing interventions to promote optimal nutrition and health
8. Apply nursing process for client with altered nutritional status

## **UNIT VI: Concept of Elimination**

At the end of this unit, learners will be able to:

1. Define elimination pattern
2. Discuss common problems of elimination.
3. Identify nursing interventions for common problems of fecal elimination.
4. Discuss common problem of Urinary Elimination
5. Identify nursing intervention for common urinary problems
6. Describe factors that can alter urinary function
7. Discuss nursing process for a patient with altered elimination pattern.

## **UNIT VII: Concept of Sleep**

At the end of this unit, learners will be able to:

1. Define rest and sleep pattern
2. Define terms related to rest and sleep.
3. Compare the characteristics of sleep and rest.
4. Discuss the characteristics of two kinds of sleep.
5. Enumerate the functions of sleep.
6. Discuss factors affecting sleep.
7. Identify common sleep disorders.
8. Identify conditions necessary to promote sleep.
9. Discuss nursing process for a patient to promote sleep.

## **UNIT VIII: Human Reponses to Illness**

At the end of this unit, learners will be able to:

1. Define coping stress tolerance pattern.
2. Differentiate the concepts of stress as a stimulus, response, and transaction.
3. Identify physiological and psychological manifestations of stress.
4. Discuss Factors affecting coping pattern during hospitalization.
5. Describe various types of coping pattern.
6. Discuss the nursing process related to coping stress pattern.



## **UNIT IX: Concept of Sexuality**

At the end of this unit, learners will be able to:

1. Review the Anatomy and physiology of the male and female reproductive system
2. Describe normal sexual pattern
3. Relate sexuality to all stages of life cycle
4. Identify factors that effects sexual functioning
5. Describe common risks and alteration in sexuality
6. Understand the nursing process as it relate to sexual functioning

## **UNIT X: Concept of Loss & Grieving and Death and Dying**

At the end of this unit, learners will be able to:

1. Assess the physiologic signs of death.
2. Identify beliefs and attitude about death in relation to age.
3. Discuss the various ways of helping the dying patient meet his/her physiological, spiritual and emotional needs.
4. Discuss care of the body after death.
5. Discuss the legal implications of death.
6. Describe how a nurse meets a dying patient's needs of comfort.
7. Discuss important factors in caring for the body after death.
8. List changes that occur in the body after death.
9. Define terms related to loss and grieving.
10. Discuss Kubler-Ross' theory to assess grieving behaviors.
11. Identify common manifestations of grief
12. Discuss the effects of multiple losses on the grief process
13. Apply the nursing process to grieving clients

## **UNIT XI: Concept of Stress & Coping**

The objective has to be developed

## **UNIT XII: Oral Medication**

The objective has to be developed

## **UNIT XII: Parental Medication**

The objective has to be developed

## **Year 1 Semester II Skills**

1. Medication (Oral and Topical)
2. Medication (Parental)
3. Sitz bath
4. Care of catheter

5. Mouth care of unconscious Patient
6. Elimination: Suppositories, Enema, Flatus Tube, Manual extraction.
7. Urine testing/ Specimen collection.

### **Clinical Objectives of Fundamental of Nursing:**

1. Identify the roles and functions of health care team members.
2. Describe the functions of the various departments in a hospital.
3. Describe the physical setup of a ward
4. Utilize techniques of therapeutic communication skills with patient and health team members.
5. Collect patients' data through interview.
6. Observe the coordination of patients' care between the health team members.
7. Identify different forms used for documentation in patients' care.
8. Utilize appropriate hospital forms for documentation.
9. Assess, document and identify variations in Vital Signs
10. Discuss the observations for different Vital Signs pattern.
11. Develop problem list based on patients' assessments and rationalize each problem identified.
12. Document assessment of patients' problems/needs by using Maslow's Hierarchy of human needs at a beginning level.
13. Develop Nursing care plan based on priority patients' problem by following all the six components of nursing process.
14. Observe the process of admission of a patient in hospital.
15. Orient a patient to hospital environment.
16. Assist in transfer of patients from one unit to another unit and department.
17. Assist in preparing patients and family for discharge.
18. Document the discharge of patients from the hospital.
19. Observe various legal forms/documents used in the admission process
20. Observe patients' reactions to hospitalization and give assistance as needed.
21. Demonstrate occupied and unoccupied bed making.
22. Assess the need of personal hygiene care for selected patients and provide care accordingly.
23. Document patients' assessment and care provided.
24. Utilize skills to maintain healthy nails and feet
25. Demonstrate use of following safety measures for patients:
26. Side rails
27. Restraints
28. Hand washing
29. Demonstrate application of body mechanics when moving and lifting patient.
30. Demonstrate range of motion exercises on a patient.
31. Provide back care to bed ridden patients.

32. Assist in transferring patients from bed to bed, bed to chair and bed to stretcher.
33. Utilize different comfort devices in patients' care.
34. Assist patients with different types of positions.
35. Demonstrate characteristics of a professional nurse.
36. Assist patients in maintaining proper body alignment in bed.

### **References:**

1. Carpinito L. J. (1998). *Nursing Care Plans & Documentation: Nursing Diagnosis And Collaborative Problem* (3<sup>rd</sup> ed.) Philadelphia: Lippincott
2. Craven, R. F., & Hirnle, C. J. (2000). *Fundamentals of Nursing: Human Health and Function*. (3<sup>rd</sup> ed.). New York: Lippincott.
3. Delaune, S. C., & Ladner, P. K. (2002). *Fundamentals of Nursing: Standards and Practice*. (2<sup>nd</sup> ed.) Canada: Delmar.
4. Erb, G. K., B. (2000). *Fundamentals of Nursing: Concepts, Process and Practice* (5<sup>th</sup> ed.) Addison: Wesley.
5. Potter, P. A & Perry, A. G. (2003). *Basic Nursing: Essentials for Practice* (5<sup>th</sup> ed.) St. Louis: Mosby.

## **2. Anatomy and Physiology- II**

**3 CH**

### **Course description:**

This course is a continuation of Anatomy & Physiology I, introduces learners to the structures and functions of the human body. Knowledge of Anatomy & Physiology will provide a better understanding and integration to theoretical & clinical practice in nursing care situation.

### **Course Objectives:**

On the completion of this course, the learners will be able to:

1. Describe the structures and functions of various systems of the human body.
2. Discuss the role of homeostasis in maintaining normal body functioning.
3. Relate the basic anatomy & physiology concepts to the nursing care of clients.

### **Teaching/Learning Strategies:**

Interactive lectures, Demonstration and dissection of animal cadaver, small group discussion, CD Roam, Quizzes, Presentations, Class activities, Self study and viva practice.

### **Course Expectations:**

1. Attend all lectures, as per policy.
2. Pre-reading and preparation for each class.
3. Completion of test and examination on due dates.

4. Participates actively in classes and tutorials.

### **Evaluation Criteria:**

|               |             |
|---------------|-------------|
| Test (s)      | 45%         |
| Viva Exam (s) | 20%         |
| Final Exam    | <u>35%</u>  |
| <b>Total</b>  | <b>100%</b> |

### **Unit Objectives**

#### **Unit I:      **Respiratory System:****

At the end of this unit learners will be able to:

1. Define respiratory system.
2. Define respiration.
3. Describe the structure and the function of following
  - The upper respiratory tract (Nose, Pharynx, Larynx)
  - The lower respiratory tract (Trachea, Bronchial tree, lungs)
4. Discuss the physiology of respiration by explaining the mechanism of
  - Pulmonary Ventilation
  - External Respiration
  - Internal Respiration
5. Discuss nervous control of respiration
6. Briefly discuss the lung volumes & capacities

#### **Unit II:      **Urinary System:****

At the end of this unit learners will be able to:

1. Define the Urinary System.
2. List the organs of Urinary system
3. Discuss the location of the kidney.
4. Discuss kidneys in terms of external anatomy, gross structure & microscopic structure.
5. Describe the role of each component of nephron in terms of filtration, selective reabsorption & secretion involved in the formation of urine.
6. Briefly discuss the role of kidney in maintaining water and electrolyte balance.
7. Discuss the structure and functions of
  - Ureters
  - Urinary bladder
  - Urethra
8. Briefly explain the process of micturition

### **Unit III: Nervous System:**

At the end of this unit learners will be able to:

1. Define Nervous system.
2. Briefly discuss organization of Nervous system.
3. Describe the structure and function of Neuron and neuroglia.
4. Define nerve & its types.
5. Identify the principle parts of the brain i.e. Hind brain, Mid brain & Fore brain.
6. Describe the three meninges covering the brain & spinal cord.
7. Identify the ventricles of the brain.
8. Briefly explain the formation, circulation, reabsorption & functions of cerebrospinal fluid (CSF).
9. Describe the structure of cerebrum in terms of:
  - Lobes (sulci and gyrus)
  - Functional areas
10. Discuss the structure & function of:
  - Brain stem (Mid brain, pons & medulla oblongata)
  - Cerebellum
11. Discuss the general & gross sectional structure of the spinal cord.
12. Describe reflex arc.
13. Discuss the distribution of the spinal nerves and spinal plexus.
14. Discuss the cranial nerves in terms of:
  - Central connection
  - Peripheral connection
  - Functions
15. Define Autonomic Nervous System
16. Discuss the sympathetic and Para sympathetic Nervous system.

### **Unit IV: Special Senses:**

At the end of this unit learners will be able to:

1. Describe the structure and function of ear
2. Discuss the transmission of sound through the ear.
3. Describe the physiology of hearing and Balance.
4. Describe eye in terms of:
  - Structure related to vision
  - Accessory structures
5. Discuss image formation by describing refraction, accommodation and constriction of the pupil.
6. Explain the process of dark adaptation and light adaptation.

## **Unit V      Endocrine System:**

1. Define Endocrine system
2. Identify Endocrine glands and Endocrine tissues present in the body
3. Discuss types of Hormones, target cells, target organ
4. Briefly discuss Mechanism of Action of Hormone (protein and steroids)
5. Discuss the location and structure of pituitary gland.
6. Discuss the role of hypothalamic hormones in the regulation of pituitary gland secretions.
7. Discuss the function of the hormones secreted by anterior and posterior pituitary gland.
8. Briefly discuss the structure, function & hormones of the following glands
  - Thyroid
  - Para Thyroid
  - Pineal
  - Adrenal
  - Pancreas

## **Unit VI:      Reproductive System**

At the end of this unit learners will be able to:

1. Define Reproduction
2. Define Reproductive System.
3. List the function of male & female reproductive system
4. Categorize the Female Reproductive organs into:
  - Essential organs
  - Accessory organs
5. Discuss the location and structure of Female External Genitalia (VULVA).
6. Describe the location, Structure & function of Female Internal Genitalia
7. Discuss the Female Reproductive Cycles (ovarian and menstrual cycles)
8. Categorize the male reproductive organs into
  - Essential organs
  - Accessory organs
9. Location and structures involved in the male reproductive system.
10. Describe the structure and function of testis and accessory organs.

## COURSE SCHEDULE

| Date/Time | Topic  | Faculty |
|-----------|--|---------|
|           | <p><b>Unit II: Respiratory System</b><br/>           General function &amp; A&amp;P of upper respiratory system.<br/>           A&amp;P of lower respiratory system<br/>           Physiology of respiration<br/>           Lungs volume and capacities</p>  |         |
|           | <p><b>Unit III: Urinary system</b><br/>           Organs of urinary system &amp; structure of kidney<br/>           Structure &amp; function of nephron<br/> <i>Process of urine Formation &amp; Ureters</i><br/> <i>Urethra and micturation</i></p>   |         |
|           | <p><b>Unit IV: Nervous system</b><br/>           Organization of nervous system &amp; structure of neuron and nerve<br/>           Meninges and ventricles of brain, circulation of CSF in brain<br/>           Structure and function of different parts of brain<br/> <i>Spinal Cord</i><br/> <i>Cranial and spinal nerves</i><br/>           Autonomic Nervous System</p> |         |
|           | <p>Unit V: Special Senses<br/>           Structure of eye<br/>           Physiology of Vision<br/>           Structure &amp; function of ear</p>   |         |
|           | <p><b>Unit VI: Endocrine System</b><br/>           Endocrine gland and Mechanism of action of hormone<br/>           Pituitary gland hormones<br/>           Thyroid gland &amp; Parathyroid glands<br/>           Pancreas and adrenal gland</p>  |         |

|  |   |  |
|--|---|--|
|  | <p><b>Unit VII: Reproductive system</b></p> <p>Female External and internal genitalia</p> <p>Female reproductive cycle</p> <p>Structure of male reproductive System</p> <p>Male reproductive System continued</p> |  |
|--|---|--|

**References:**

1. Guyton, A. C. (2001). Medical Physiology (10<sup>th</sup> ed) Washington: Kirokawa.
2. Ross, & Wilson. (2000) Anatomy & Physiology in Health & Illness. Edinburgh: Churchill 8<sup>th</sup> Edition.
3. Tortora, G. J. (2000). Principles of Human Anatomy and Physiology (3<sup>rd</sup> ed). New York: Happer & Row.

**3. Community Health Nursing-I 3 CH**

**Course Description:**

This course will introduce students to the basic concepts of Community Health Nursing with the emphasis on Primary Health Care and Environmental Effects on health. This course introduces students to the factors influencing on health of individual, family and community. Students will also develop knowledge about Pakistan’s Health Care System, components of health education, community services and organizations through field visits.

**Course Objectives:**

On completion of the course learners will be able to: By the completion of this course, students will be able to:

1. Discuss the role of a community health nurse and other health team members.
2. Describe the concept of Primary Health Care as a strategy for achieving the Alma Ata Declaration of “Health for All by the Year 2000 and beyond (2025).”
3. Identify services provided by the government health care system in Pakistan.
4. Discuss the effects of environment on health.
5. Learn the process of Health Education.
6. Use Nursing Process with guidance to provide nursing care to the clients in communities through Home visits and health education

**Clinical Objectives:**

On completion of field visits the students will be able to:

1. Discuss the structure and functions of health care facilities run by government and non government organizations



2. Identify the role and responsibilities of staff working in each visited facility
3. Describe the processes of :
  - Sewerage treatment
  - Water purifications at large scale
  - Milk transportation & preservation
  - Meat slaughtering, handling and distribution
4. Identify environmental issues exist and their effects on health
5. Discuss the role of CHN in maintaining healthy environment
6. Begin to use nursing process during the home visits.
7. Utilize various methods of health education while providing health education to the clients.

### **Teaching/Learning Strategies:**

Interactive discussions, presentation, group activities, visual aids, case studies, slides, role-plays and field visits.

### **Evaluation Criteria:**

|                                     |                 |
|-------------------------------------|-----------------|
| Mid-term exam                       | 35%             |
| Health Education process evaluation | 20 %            |
| Final exam                          | 45%             |
| Clinical                            | pass/fail/grade |

## **Unit I: Introduction to Community Health Nursing**

In this unit students will discuss the history, philosophy and definition of Community Health Nursing. In this unit they will also discuss concepts of health and illness and the role of public health care team members.

### **Unit objectives:**

At the completion of this unit, students will be able to:

1. Define the terms:
  - Community
  - Community health, and
  - Community health nursing
  - Urban & rural communities
2. Discuss the historical background of Community Health Nursing from Public Health Nursing.
3. Describe the philosophy of Community Health Nursing.
4. Discuss the concepts of health, wellness, illness and disease.
5. Discuss the roles of the Community Health Nurse in community settings.

## **Unit II: Primary Health Care (PHC)**

In this unit, students will have an opportunity to discuss the Declarations of Alma Ata and its strategy: Primary Health Care. Furthermore, they will discuss the elements principle and application of PHC in Pakistan.

### **Unit Objectives:**

At the completion of this unit, students will be able to:

- 1 Explain Alma Atta Deceleration “Health for All by the Year 2000” and beyond.
3. Define Primary care and PHC
- 3 Describe the five basic principle of PHC
4. Explain the elements of PHC in relation to health
5. Discuss application of PHC in Pakistan

## **Unit III: Pakistan Health Care System**

In this unit, students will be introduced to Health Services/Organizations available in Pakistan. In addition students discuss health services available within the Government/Private Health Care System. Furthermore, they will explore the roles of the health team members within the system.

### **Unit Objectives:**

At the completion of this unit, students will be able to:

1. Define the terms, system, and health care system.
2. Identify the health services available to community by Pakistan Government Health Care System.
3. Explain the roles of health care team members within the health care system.
4. Discuss the Devolution Plan of 2000

## **Unit-IV: International Health Organizations and Nursing Organizations**

- Nursing Organization

- International Council of Nursing
- World Health Organization
- Pakistan Nursing Association, Federation and Council

## **Unit V: The Environment and Its Impact on Community Health**

In this unit, students will explore the effects of environment on individuals' and community health. In addition, these students will discuss the CHN role, is played to maintain healthy environment.

## **Unit Objectives:**

At the completion of this unit, students will be able to learn the:

### **Va 1. Environment**

- Definition of 'environment'
- Component of environment and
- Factors and its impact on community health

### **Vb 2 Water**

- Definition of safe and wholesome water
- Uses of water
- Daily requirements for one person.
- Sources of water and its pollution
- Water-borne diseases (viral, Bacterial, protozoal, worms etc.)
- Water purification at small and large scales.

### **Vc 3. Community Wastes Management**

- Definition of refuse / solid waste, and sewage
- Methods for solid waste and sewage disposal
- Types of latrines used in communities
- Fecal-borne diseases
- Control of fecal-borne diseases
- Types of rodents
- Disease transmission by rodent
- Control of rodents

### **Vd 4 Food Sanitation**

- Definition of healthy foods
- Methods of food preservation.
- Principles of safe food handling.
- Prevention at transmission of food-borne diseases
- Control of food-borne disease.

### **Ve 5 Air/ Ventilation & Housing**

- Define ventilation
- Discuss the importance of air & ventilation
- Discuss effects of poor ventilation on health
- Describe the types standard, and needs of housing,
- Discuss effects of poor housing on health

## **Unit VI: Health Education**

In this unit, students will be introduced to concepts related to health education and its principles including various approaches to its provision.

### **Unit Objectives:**

At the completion of this unit, students will be able to:

1. Define the term;
  - teaching
  - learning
  - health education
2. Explain the purpose and goal of health education
3. Discuss principles of teaching learning.
4. Describe various strategies, which can be used to deliver health education.
5. Develop a teaching Plan and conduct mock health session on a selected topic.

### **Unit VII: Introduction to Home Visiting**

In this unit, students will be this unit students will discuss the principles, purposes and steps of home visiting

### **Unit Objectives:**

At the completion of this unit, students will be able to:

1. Define homes visiting
2. Discuss the principles, purposes and advantages of Home Visiting in community
3. Describe the steps of Home Visiting

### **COURSE SCHEDULE**

| <b>Date/Time</b> | <b>Topic</b>   | <b>Faculty</b> |
|------------------|--|----------------|
|                  | <b>Unit I</b><br>Introduction to Community Health Nursing  |                |
|                  | <b>Unit II</b><br>Primary Health Care (PHC)  |                |
|                  | <b>Unit-III</b><br>Health Care Delivery System in Pakistan   |                |
|                  | <b>Unit-IV</b> International Health Organizations<br>and Nursing Organizations                                 |                |
|                  | <b>Unit V (a)</b><br>Environment and its impact on community<br>Health<br>Water<br>Community Wastes Management |                |

|  |   |  |
|--|---|--|
|  | Food Sanitation                                   |  |
|  | <b>Unit VI (b)</b>                                |  |
|  | <b>Unit VII (c)</b>                               |  |
|  | <b>Unit VII (d)</b><br>Food Sanitation            |  |
|  | <b>Unit VIII (e)</b><br>Air Ventilation & housing |  |
|  | <b>Unit IX</b><br>Health Education                |  |
|  | <b>Unit X</b><br>Introduction to Home Visiting    |  |

## **GUIDELINES FOR EVALUATION OF HEALTH EDUCATION PROCESS (20 %)**

### **Section # 1 Family Assessment**

- The learners will collect and document in demographic data in house hold survey format

### **Section # 2 Identify and prioritize problems**

- List all Identified problems /
- Cluster all identified problems into: Environmental, Social and Health factors categories with use page 04 of house hold survey form
- Put up all identified problems in prioritize in order to depict priority learning need

### **Section # 3 Develop written teaching plan**

Develop and submit written teaching plan

### **Section # 4 Implementation**

- The learners will conduct teaching session for a client/family.
- This will be evaluated by using the attached criteria

### **Section # 5 Follow –up/ Evaluation**

- Subjective
- Objective
- Self reflection

## References:

1. Allender, J. A., Spradley, B. W. (2000). Community Health Nursing: Concepts and practice New York: Lippincott.
2. Ali, S. Z. (July 2000). Health for all in Pakistan: Achievements Strategies and Challenges. Eastern Mediterranean Health Journal, 6, 4, 832-837.
3. Ansari. I. M., (2003) Community medicine and public health. (6<sup>th</sup> ed) Karachi.
4. Basavanthappa, B. T. (1999). Community health nursing (1<sup>st</sup> ed.). New Delhi: Jaypee Brothers.
5. Bull, J., McCormic, G. Swann, C., Mulvihill, C. Evidence briefing (February 2004), Antenatal and postnatal home visiting programs: A review of reviews (Summary). Retrieved from [www.hda.nhs.uk/documents](http://www.hda.nhs.uk/documents)
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7. Chagani, J. A. (2002, August 29). Health Education `A missing pillar'. Arab News pp.13.
8. Islam. A., Taheer. M. Z. (2002). Health sector reform in south Asia: New Challenges and constrains. Health Policy and Planning, 60, 151169
9. Iliyas, M. (2003). Community medicine & public health (6<sup>th</sup> ed.). Karachi: Time Publisher.
10. Karachi Health Devolution plan (2000) Net sites: <http://karachicity.gov.pk/>
11. McEwen, M. & Nice, M. A. (2001). Community health nursing: Promoting the health of population. Toronto: Saunders
12. "Pakistan Government health care system 1997" The Aga Khan University School of Nursing unpublished document.
13. Slam. A (2002). Health sector reforms in Pakistan: Why is it needed. Pakistan Medical Associations, 52, (3), 95-100.
14. World health organization (WHO, 1990) Primary Health Care towards the year 2000. Report of consultative on primary health care development held in Geneva.
15. Kozier, B., Erb, G. & Oliveri, R. (1991) Fundamentals of Nursing: Concepts Process. and Practice. (4<sup>th</sup> ed.) St. Louis: Mosby-Year Book.
16. Ellis, J. R. & Hartley, C. L. (1992). Nursing in today's world: Challenges! Issues and trends. Philadelphia: J.B. Lippincott.

## Website addresses

<http://www.who.dk/policy/almata.htm>

## Teaching Plan Evaluation Criteria

| Assessment      | Objectives   | Content   | Teaching strategies | Time             | Evaluation      |
|-----------------|--|---|---------------------|------------------|-----------------|
| Subjective Data | By the end of the teaching participants will be able to: | Note: write content in line with objective<br><br>(see below) |                     | Write in minutes | Subjective Data |
| Objective Data  | Define<br>_____  | _____<br>_____  |                     |                  | Objective Data  |

### References

Write author's name

Write book name

Write year of publication

### Teaching Plan Implementation Evaluation Criteria (For Faculty)

Date : \_\_\_\_\_

Topic : \_\_\_\_\_

Learners Name : \_\_\_\_\_

Rating Marks: Performance Not done = 0 Weak=1 Fair = 2 Good = 3  
Excellent =

|  |   |   |   |   |
|--|---|---|---|---|
| 1. Submit planning on time                                   | 0 | 1 | 2 | 3 |
| 2. Set conducive learning environment                        | 0 | 1 | 2 | 3 |
| 3. Communicate learning objectives clearly                   | 0 | 1 | 2 | 3 |
| 4. Use teaching strategies like stories, poem appropriately. | 0 | 1 | 2 | 3 |
| 5. Use relevant simple examples, quotes                      | 0 | 1 | 2 | 3 |
| 6. Maintained good eye contact                               | 0 | 1 | 2 | 3 |
| 7. Logical content flow                                      | 0 | 1 | 2 | 3 |
| 8. Within time limits  | 0 | 1 | 2 | 3 |
| 9. Encouraged Q & A  | 0 | 1 | 2 | 3 |
| 10. Clear and audible speech                                 | 0 | 1 | 2 | 3 |

**Introduction to Community Health Nursing**  
**Field Visits**  
(Clinical 1 credit hour)

| <b>S#</b> | <b>FIELD VISIT</b>                  | <b>DATES</b> |
|-----------|-------------------------------------|--------------|
| 1.        | Primary Health Center (PHC)         |              |
| 2.        | Walking Survey in a Community       |              |
| 3.        | Basic Health Unit (BHU)             |              |
| 4.        | Rural Health Center (RHC)           |              |
| 5.        | Bulk Water Supply Plant             |              |
| 6.        | Sewage Treatment Plant              |              |
| 7.        | Milk Plant & Dairy Farm             |              |
| 8.        | Non Governmental Organization (NGO) |              |
| 9.        | Slaughter House                     |              |

**Pakistan Studies (Compulsory)**  
**Annexure - B**

**ISLAMIC STUDIES**  
**(Compulsory)**  
**Annexure - C**

**YEAR-2**

**SEMESTER-III**

| <b>S#</b> | <b>Semester III</b>    | <b>Theory</b> | <b>Clinical</b> | <b>Skills/Lab</b> | <b>Total Credit</b> |
|-----------|------------------------|---------------|-----------------|-------------------|---------------------|
|           | <b>Course Title</b>    |               |                 |                   |                     |
| 1         | Adult Health Nursing I | 4.00          | 3.00            | 1.00              | 8.00                |
| 2         | Pathophysiology I      | 1.75          |                 | 0.25              | 2.00                |
| 3         | Health Assessment - I  | 1.00          |                 | 1.00              | 2.00                |
| 4         | Mathematics            | 1.00          |                 |                   | 1.00                |
| 5         | Pharmacology-I         | 2.00          |                 |                   | 2.00                |
| 6         | English III            | 2.00          |                 |                   | 2.00                |
|           | <b>Total</b>           |               |                 |                   | <b>18.00</b>        |



**Course Description:**

This course aimed to furnish learners with the knowledge and skills to care for an adult patient admitted to the hospital with a disease condition. It emphasizes on effective utilization of nursing process to provide care to the client and facilitate them in restoration of optimum health. Assessment Tool has been utilized for recognizing the responses towards disease process on individuals and their families and plan care accordingly. Specific nursing skills and procedures necessary to care for ill patients are included. Learners are exposed to the variety of clinical settings to integrate theory into practice under supervision.

**Course Objectives:**

By the end of the course, the learners will be able to:

1. Discuss the disease process, medical and surgical management, including patient's education for client's experiencing following disorders:
  - a. Haematology Disorders
  - b. Immunological Disorders
  - c. Fluid, Electrolyte and Acid Base Balance and Imbalance
  - d. Cellular adaptation and aberrant cell growth
  - e. Gastrointestinal Disorders
  - f. Genitourinary Disorders
2. Discuss the purposes, indications and the nursing care of clients undergoing medical, surgical and diagnostic procedures related to the above-mentioned disorders.
3. Utilize nursing process when caring for adult clients and their families related to above-mentioned disorders.
4. Integrate knowledge of pathophysiology, nutrition & pharmacology for clients experiencing the above-mentioned disorders.
5. Begin to recognize the need for integrating research-based information in the care of clients.
6. Demonstrate awareness of the importance of legal and ethical issues in nursing practice.

**Teaching/Learning Strategies:**

Lecture / discussion, role-play, case study, video, group presentation, skills demonstration, tutorials and small group discussions.

**Evaluation Criteria:**

|  |                  |
|--|------------------|
| Test (s)                                 | 35%              |
| Case study presentation                  | 15%              |
| Skill based performance Exam(s) and Viva | 20%              |
| Final Exam                               | 30%              |
| Clinical                                 | Pass/Fail/Grades |

## **COURSE OBJECTIVES:**

### **UNIT I:     Gastrointestinal Disorders:**

By the end of the session learners will be able to:

1. Review the anatomy and physiology of gastrointestinal system (GIT)
2. Discuss the causes, pathophysiology and manifestation of the following GIT disorders
3. Discuss the diagnostic, medical and surgical management of the below mentioned disorders
4. Apply nursing process including assessment, planning, implementation and evaluation of care provided to the clients with GIT disorders
5. Develop a teaching plan for a client experiencing disorders of the GIT

#### **Disorders of mouth and esophagus:**

- Stomatitis
- Oral cancer/tumour
- Salivary gland disorders
- Gastro esophageal reflux disorder
- Hiatal hernia
- Achalasia
- Diverticula
- Esophageal cancer/tumor

#### **Disorders of stomach**

- Gastritis
- Ulcer disease
- Gastric carcinoma

#### **Disorders of small and large intestine:**

- Irritable bowel syndrome
- Hernias
- Intestinal obstruction
- Hemorrhoids
- Colorectal cancer
- Appendicitis
- Peritonitis
- Ulcerative colitis
- Chron's disease
- Anorectal abscess
- Anal fissure
- Anal fistula

#### **Alteration in hepatobiliary system:**

- Pancreatitis
- Pancreatic pseudocyst/abscess
- Pancreatic carcinoma
- Hepatic abscess

- Cancer of liver
- Cirrhosis of liver
- Cholecystitis
- Cholelithiasis
- Cancer of gall bladder

## **UNIT II: Fluid, Electrolyte, and Acid Base Balance & Imbalances**

By the end of the session learners will be able to:

1. Analyze the client's status on the basis of physical examination findings
2. Identify clients at risk for fluid imbalances, acidosis and alkalosis
3. Use laboratory data and clinical manifestations to determine the presence of fluid imbalances, acidosis and alkalosis.
4. Apply appropriate nursing techniques to the client with fluid volume deficit and excess and acidosis and alkalosis
5. Develop a teaching plan to prevent above mentioned problems.
  - Fluid volume excess
  - Fluid volume deficit
  - Respiratory Acidosis and Alkalosis
  - Metabolic Acidosis and Alkalosis

## **UNIT III: Genitourinary Tract (Gut) Disorders**

By the end of the session learners will be able to:

1. Review the anatomy & physiology of GUT
2. Discuss the causes, pathophysiology and manifestation of the following GUT disorders
3. Discuss the diagnostic, medical and surgical management of the below mentioned disorders
4. Apply nursing process including assessment, planning, implementation and evaluation of care provided to the clients with genitourinary disorders
5. Develop a teaching plan for a client experiencing disorders of the genitourinary.
  - Urinary tract infections
  - Renal abscess & tuberculosis
  - Glomerulonephritis (immunologic disorder)
  - Urethral strictures, hydronephrosis and hydronephrosis
  - Urinary incontinence/ Retention & Urinary Calculi
  - Acute & Chronic Renal failure
  - Urinary Bladder and Renal cell carcinoma

## **UNIT IV: Reproductive Disorders**

By the end of the session learners will be able:

### **Female Reproductive Disorders:**

1. Review the anatomy & physiology of female reproductive system
2. Discuss the function of the supporting ligaments and pelvic floor muscles in maintaining the position of the pelvic organs
3. Discuss the alteration in estrogen and progesterone levels as a cause of dysfunctional menstrual cycle.
4. Discuss the causes, pathophysiology and manifestation of the following female reproductive disorders
5. Discuss the diagnostic, medical and surgical management of the below mentioned disorders
6. Apply nursing process including assessment, planning, implementation and evaluation of care provided to the clients with reproductive disorders
7. Develop a teaching plan for a client experiencing disorders of the reproductive system
  - Reproductive tract Infections
  - Menstrual Disorders
  - Dysfunctional uterine bleeding
  - Menopause
  - Endometriosis
  - Pelvic inflammatory disease
  - Uterine prolapse
  - Cystocele
  - Rectocele
  - Fistulas
  - Infertility
  - Ectopic Pregnancy
  - Abortion
  - Hydatidiform mole
  - Ovarian cyst
  - Ovarian tumor and cancer
  - Uterine tumor/ fibroids
  - Breast cancer

### **Male Reproductive Disorders:**

1. Discuss the structure & function of male reproductive system
2. Discuss the causes, pathophysiology and manifestation of the following male reproductive disorders
3. Discuss the diagnostic, medical and surgical management of the below mentioned disorders
4. Apply nursing process including assessment, planning, implementation and evaluation of care provided to the clients with male reproductive disorders

5. Develop a teaching plan for a client experiencing disorders of the reproductive system
  - Benign prostate hypertrophy
  - Erectile dysfunction
  - Prostate and testicular cancer
  - Infertility

## **UNIT V: Haematology Disorders**

By the end of the session learners will be able to:

1. Discuss the causes, manifestations and associated mechanisms of following anemia
2. Describe the pathogenesis of hemolytic disease of the newborn
3. Discuss the lymph proliferative disorders associated with Hodgkin disease and non-Hodgkin's lymphomas
4. Discuss the mechanism of drugs induced and idiopathic thrombocytopenia
5. Discuss the diagnostic, medical and surgical management of the below mentioned disorders
6. Apply nursing process including assessment, planning, implementation and evaluation of care provided to the clients with hematological disorders
7. Develop a teaching plan for a client experiencing disorders of the hematology.
  - Sickle cell anaemia.
  - Immuno-hemolytic Anaemia
  - Iron deficiency anaemia
  - Vitamin B12 deficiency anaemia
  - Folic acid deficiency anaemia
  - Aplastic anaemia.
  - Polycythemia
  - Leukemia
  - Hodgkin disease & Non Hodgkin lymphoma
  - Autoimmune and thrombotic Thrombocytopenic purpura
  - DIC

## **UNIT VI: Cellular Adaptation & Aberrant Cell Growth**

By the end of the session learners will be able to:

1. Identify the goals of cancer therapy
2. Discuss different treatment modalities available for Cancer
3. Discuss chemotherapy and radiation therapy, their types, indication, side effects and nursing care
4. Discuss different types of cancer surgeries and nursing care of patients undergoing cancer surgery.

5. Discuss end of life care (palliative and hospice care).

## **UNIT VI: Immunological Disorders**

By the end of the session learners will be able to:

1. Discuss Immunologic disorders.
2. Discuss the diagnostic, medical and surgical management of the below mentioned disorders
3. Apply nursing process including assessment, planning, implementation and evaluation of care provided to the clients with immunological disorders
4. Develop a teaching plan for a client experiencing disorders of the immunology.
  - HIV/ AIDS
  - Hypersensitivity and autoimmunity disorders

### **CLINICAL OBJECTIVES**

During medical/surgical rotation learners are expected to apply the nursing process and critical thinking in delivering holistic nursing care to the clients with Oncological, Hematological, Immunological, Gastrointestinal and Genitourinary Disorders. Learners will utilize recommended assessment tools for clients' assessment during clinical.

1. Utilize the nursing process in providing care to the sick adult in the hospital.
  - a) Collect data from the client and family, nursing kardex, patient's charts, nursing notes and health team members.
  - b) Integrate the knowledge of diagnostic tests in the process of data collection.
  - c) Collect data necessary to determine nursing care needs of the patient
  - d) Set priority or needs for nursing care.
  - e) Develop a plan to meet the identified nursing needs of a client
  - f) Adults the plan of care as necessary.
2. Use a sound knowledge base in providing nursing care to adults in the hospital.
3. Apply scientific principles in providing nursing care of adults.
4. Identify the effects of sickness and hospitalization of adults and their families.
5. Identify and plan out nursing intervention to meet the physiological and psychosocial and spiritual needs of the clients and families.
6. Implement care according to priority order.
7. Provide perioperative nursing care to client undergoing surgery.
8. Evaluate the expected outcomes and revise the nursing care plan on an ongoing basis.
9. Provide for the comfort and safety of adults in the hospital

10. Demonstrate the ability to communicate effectively with the patient and /or the family
  - Communicate effectively with patient using verbal and non-verbal methods
  - Explain nursing actions appropriately to the patient or family
  - Carry out nursing procedure safely and correctly
  - Use correct procedures
  - Ensure patient safety
  - Perform skills with dexterity
  - Maintain accurate records and reports
    - a. Record comprehensive patient data
    - b. Report the significant patient data to appropriate personnel
11. Assess, plan, implement and evaluate health teaching related to medical and surgical conditions of patients
12. Integrate theoretical knowledge and participate in care of clients undergoing following diagnostic procedures:
  - a. Upper and lower GI (Gastro Intestinal) endoscopies
  - b. Ultrasound
  - c. Barium studies
  - d. Biopsy (liver)
  - e. Cystoscopy
  - f. Paracentesis
  - g. CT( Computed Tomography) scan
  - h. Pathological Lab test
  - i. IVP ( Intravenous pyelography)
  - j. X- rays
  - k. Gastric analysis
13. Integrate knowledge of pathophysiology, nutrition & pharmacology for clients experiencing the various disorders.
14. Begin to recognize the need for integrating research-based information in the care of clients
15. Demonstrate awareness of the importance of legal and ethical issues in nursing practice
16. Demonstrate the role of a nurse as a health educator.

### **Clinical skills checklist**

- IV medication
- Tube feeding and insertion
- Catheterization
- Ostomy care

### **References:**

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## **PATHOPHYSIOLOGY-I**

**2 CH**

### **Course Description:**

This course provides learners with the opportunities to build on the concepts and knowledge about the altered Physiological mechanisms and their impact on the functional status of the body. It also deals with the responses of the body that participate in manifestation of disease. The usefulness of knowledge, skills and attitudes to the nurse in his/her problem solving in the hospital, school, community or home is the determining factor in the selection and integration of the content.

### **Course Objectives:**

On completion of year II, learners will be able to:

1. Discuss the factors in the environment, which contribute to produce changes in normal physiological processes of human body.
2. Relate normal physiology with altered physiological mechanisms in disease process.
3. Integrate the knowledge of the basic principles of Pathophysiology in caring a patient in hospital and community environment.
4. Apply the knowledge and principles learnt through laboratory work in their nursing practice.

### **Teaching/Learning Strategies:**

Pre-reading, lectures, lab work, group discussion, quiz, guest lectures, case base learning, field visits, self study and pre/post tests, etc.



## Evaluation Criteria:

|                       |             |
|-----------------------|-------------|
| Test (s)              | 40%         |
| Group Presentation    | 15%         |
| Lab (Lab Performance) | 15%         |
| Final Exam            | <u>30%</u>  |
| <b>Total</b>          | <b>100%</b> |

## UNIT OBJECTIVES:

### UNIT I: Introduction to Pathophysiology

In this unit learners will gain an introduction of Pathophysiology, the general concepts of disease and its development. At the end of this unit each learners will be able to:

1. Define Pathology & Pathophysiology
2. Differentiate among Pathophysiology and other biomedical sciences
3. Discuss the basic concepts of disease and its development.
4. Briefly discuss each of the five components of the disease process:
  - Prevalence
  - Etiology
  - Pathogenesis
  - Clinical manifestation
  - Outcomes

### UNIT II: Mechanism of Infection & Inflammation

In this unit learners will learn the mechanisms of infection and the local tissue response i.e. inflammation used to protect the body against foreign invaders.

At the end of this unit each learners will be able to:

1. Describe the stages of an infectious disease after the point at which the potential pathogen enters the body.
2. List the systemic manifestation of infectious diseases
3. Discuss the purpose of inflammation
4. Describe the physiological mechanism involved in the production of five cardinal signs of inflammation
5. Differentiate the hemodynamic and cellular phases of inflammatory response
6. Differentiate between chronic and acute inflammation.

### UNIT III: Cellular Adaptation & Aberrant Cell Growth

In this unit learners will gain an understanding of the cellular adaptive changes that permit survival and maintenance of body functions. It will also cover an overview of the relationship between stress and aberrant cell

growth in the form of cancer. At the end of this unit each learners will be able to:

1. Discuss the general changes in cell structure and function that occur as a result of normal adaptive processes.
2. Describe cellular changes that occur with Atrophy, Hypertrophy, Hyperplasia, Metaplasia and dysplasia and general conditions under which these changes occur.
3. Differentiate the neoplastic growth from normal adaptive changes
4. Differentiate between malignant and benign tumors.
5. Describe the Tumor, Nodes, Metastasis for cancer staging.
6. Describe the role of Proto oncogene & Anti-oncogene to transform normal cell line to cancer cell line (Carcinogenesis)
7. Discuss the predisposing factors of aberrant cell growth.
8. List the characteristics of cancer cells.

#### **UNIT IV: Trauma & Cell Injury**

In this section learners will gain an understanding of the important physiologic and pathophysiologic disruptions, which occurs in a patient suffering from trauma. At the completion of this unit learners will be able:

1. Discuss trauma
2. Explain the process of cell injury
3. Discuss reversible & irreversible cell injury
4. Describe the mechanisms of cell injury that is;
  - hypoxic
  - free radical
  - chemical
  - physical
  - nutritional
5. Discuss cell death in terms of:
  - Mechanisms & types of necrosis
  - Mechanism & Significance of apoptosis

#### **UNIT V: Homeostasis Imbalances**

In this unit learners will discuss the alteration of fluid volume and electrolytes (excess & deficit). This unit will cover the acid base imbalances with special emphasis on acidosis and alkalosis.

##### **A. Fluid Electrolyte Imbalance**

At the end of this unit each learners will be able to

1. Review the physiological mechanism responsible for the movement of fluid and electrolyte in the following body compartments.
  - Between Intra Cellular Fluid (ICF) & Extra Cellular Fluid (ECF)
  - Between Intravascular & interstitial.

2. Discuss the Starling's Hypothesis to describe the movement of fluid across the capillary wall.
3. Discuss the classification of fluid electrolyte imbalance in terms of:
  - Isotonic imbalance
  - Osmotic imbalance
  - Compositional imbalance
4. Discuss the causes, manifestation, and pathophysiology of following isotonic imbalance:
  - hypovolemia
  - hypervolemia
5. Discuss the causes, pathophysiology and clinical manifestation of the osmotic imbalance:
  - hyponatremia
  - hypernatremia
6. Discuss the causes, pathophysiology and clinical manifestation of compositional imbalance:
  - hypokalemia
  - hyperkalemia

#### **B. Acid Base Imbalance:**

At the end of this unit each learner will be able to

1. Review the physiological mechanism responsible to regulate acid base balance in the body i.e.
  1. Buffers (phosphate, hemoglobin, carbonate)
  2. Renal mechanism
  3. Respiratory mechanism
  4. Discuss the classification of acid base imbalance in terms of:
    - Respiratory acidosis
    - Respiratory alkalosis
    - Metabolic alkalosis
  5. Discuss how to interpret the arterial blood gases (ABGs) to identify four types of acid base imbalance.
  6. Discuss the causes, pathophysiology and clinical manifestation of
    - Respiratory acidosis & alkalosis.
    - Metabolic acidosis & alkalosis.

#### **UNIT VI: Immunological Disorders:**

In this unit the learners will gain an understanding of the mechanisms in which the immune system malfunctions. At the end of this unit each learner will be able to:

1. Review the following concepts of immune response
  - Components of immune response
  - Humoral versus cell mediated immunity
  - Antigen processing presentation and recognition
  - Immediate and delayed hypersensitivity

2. Discuss the disorder of immune response including. AIDS (Acquired Immunodeficiency syndrome) & Hypersensitivity (allergies)
4. Discuss the epidemiology, pathogenesis & clinical manifestation of HIV infection.
5. Discuss the pathophysiology of different types of hypersensitivity (Type I, Type II, Type III & Type IV)

### COURSE SCHEDULE

| Day/DATE | TOPIC OF STUDY  | FACULTY |
|----------|---|---------|
|          | <b>Unit I:</b> Introduction to Pathophysiology  |         |
|          | <b>Unit II:</b> Mechanism of infection of inflammation  |         |
|          | <b>Unit III:</b> Cellular adaptation & aberrant cell growth                                       |         |
|          | <b>Unit IV:</b> Trauma & cell injury.   |         |
|          | <b>Unit V:</b><br>Homeostasis imbalances<br>❖ Fluid Electrolyte Imbalance<br>Acid Base Imbalance: |         |
|          | <b>Unit VI :</b> Immunological disorders  |         |

### PATHOPHYSIOLOGY LAB EVALUATION CRITERIA

Learners will get cumulative 15 % marks at the completion of all the lab sessions.

#### a. LAB PERFORMANCE

The evaluation of lab performance will be done on the following basis:-

- Safe handling of chemicals and apparatus.
- Observation
- Interpretation of results.
- Cleanliness.

#### Lab schedule for Pathophysiology

|       |  |  |
|-------|--|--|
|       |  | Laboratory visit   |
| Lab 1 |  | Observe & Interpret Science Phenomenon   |
| Lab 2 |  | Cell Adaptation Slides   |
| Lab 3 |  | Effect of Suspending Red Blood Cell in Different Concentration of Salt Solutions |

**(Lab objectives to be developed By Pathophysiology Team)**

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## **HEALTH ASSESSMENT I**

**2 Ch**

### **Course Description:**

An introduction to the content and skills needed to assess the basic health status of individuals of varying ages. These skills can be applied to nursing care in a wide variety of clinical settings. This course emphasizes history taking and physical examination skills.

### **Course Objectives:**

By the completion of Year II, learners will be able to:

1. Systematically assess the health status of an individual by obtaining a complete health history using interviewing skills appropriately.
2. Utilize proper techniques of observation and physical examination in assessing various body systems.
3. Differentiate normal from abnormal findings.
4. Record findings in an appropriate manner.
5. Demonstrate an awareness of the need to incorporate health assessment as part of their general nursing practice skills.
6. Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in assessment & analysis of data collected.

### **Teaching/Learning Strategies:**

Pre readings, experiential learning, videotaping, role playing, lecture/discussion, quizzes, demonstration, movies & lab practice.

### **Evaluation Criteria:**

|                  |             |
|------------------|-------------|
| Midterm          | 30%         |
| Performance Exam | 30%         |
| Final Exam       | <u>40%</u>  |
| <b>Total</b>     | <b>100%</b> |

## **UNIT OBJECTIVES:**

### **UNIT I: Introduction to Health Assessment Concepts**

By the end of the unit, learners will be able to:

1. Discuss the need for health assessment in general nursing practice.
2. Explain the concepts of health, assessment, data collection, and diagnosis.
3. Identify types of health assessments
4. Document health assessment data using a problem oriented approach.

### **UNIT II: Interviewing Skills and Health History**

By the end of the unit, learners will be able to:

1. Explain the purpose, process & principles of interviewing.
2. Describe the content and format used to obtain a health history.
3. Discuss the process of investigating positive findings during the health history.
4. Practice obtaining and recording a client health history.
5. Practice utilizing therapeutic skills with a learner's partner.
6. Identify strengths and weaknesses via observation of a videotaped interaction and self/peer analysis.
7. Interview patient in clinical and collect feedback from colleagues and faculty about use of therapeutic communication.

### **UNIT III: Introduction to Physical Examination (Pe) and the General Survey**

By the end of the unit, learners will be able to

1. Identify the general principles of conducting an examination.
2. Identify the equipment needed to perform a physical examination.
3. Describe the appropriate use & technique of inspection, palpation, percussion & auscultation.
4. Discuss the procedure & sequence for performing a general assessment of a client.
5. Discuss the guidelines for documenting physical examination.
6. Document the PE findings of patients in PE documentation sheet on an ongoing basis.

### **UNIT IV: Assessment of the Skin, Head & Neck**

By the end of the unit, learners will be able to

1. Describe the component of health history that should be elicited during the assessment of skin, head & neck.

2. Describe specific assessments to be made during the physical examination of the above systems.
3. Document findings.
4. Describe age related changes in the above systems & differences in assessment findings.

#### **UNIT V: Assessment of Nose, Mouth & Pharynx**

By the end of the Unit, learners will be able to:

1. Describe the component of health history that should be elicited during the assessment of nose, mouth and pharynx.
2. Identify the structural landmarks of the nose, mouth and pharynx.
3. Describe specific assessments to be made during the physical examination of the above systems.
4. Document findings.

#### **UNIT VI: Assessment of the Abdomen, Anus & Rectum**

By the end of the unit, learners will be able to:

1. Discuss the pertinent health history questions necessary to perform the assessment of Abdomen, Anus and Rectum.
2. Describe the specific assessment to be made during the physical examination of the abdomen.
3. Discuss components of a rectal examination.
4. Document findings.
5. List the changes in abdomen that are characteristics of aging process.

#### **UNIT VII: Assessment of the Breast, Axilla & Genitalia**

By the end of the unit, learners will be able to:

1. Discuss the history questions pertaining to male and female breast and Genitalia assessment.
2. Perform a breast examination including axillary nodes and interpret findings.
3. Discuss components of a genital exam on a male or female.
4. Review components of a comprehensive reproductive history.
5. Document findings.
6. List the changes in breast, male & female genitalia that are characteristics of aging process

## COURSE SCHEDULE

| DATES/DAY | TOPICS  | FACULTY |
|-----------|---|---------|
|           | Introduction to course  |         |
| I         | Basic concepts of Health Assessment.  |         |
| II        | UNIT I: Interviewing skills (Process & Principles)<br>Video on Communication and Health History (format & content)<br>Practice Interviewing |         |
| III       | UNIT II: Physical Examination and General Survey.   |         |
| IV        | UNIT III: Skin, Head/Neck<br>LAB: Skin, Head/Neck   |         |
| V         | UNIT IV Nose, Mouth & Pharynx<br>LAB: Nose, Mouth & Pharynx   |         |
| VI        | UNIT V Assessment of Abdomen, Anus & Rectum<br>LAB: Abdomen, Anus & Rectum  |         |
| VII       | UNIT XI: Breast, axilla & Genitalia<br>Lab: Breast, axilla & Genitalia  |         |

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# MATHEMATICS

## ANNEXURE-D

### PHARMACOLOGY-I

2 CH

#### Course Description:

The course emphasizes on knowledge about drugs, their classification, therapeutic effects, anticipated reactions, toxic effects, and abuse. At this level, the emphasis is on application of concepts to patient care situations, including patient assessment, drug dosage calculations and administration, patient and family teaching and documentation of patient responses to specific medications. Major emphasis will be placed on nursing management practices that minimize adverse effects and maximize therapeutic effects for patients, including the role of the nurse in pharmacological research.

#### Course Objectives:

By the end of the course, each learner will be able to

1. Discuss the effects of different drugs on human body for example on gastrointestinal system, genitourinary system and immunology system
2. Relate the knowledge of drug with in terms of indication of use which would include disorders of different systems
3. Explain the rationale for using a particular drug/s for a patient.
4. Select appropriate nursing interventions for drugs given in clinical situations.
5. Impart teaching to the patient/family regarding medications, based on their needs.
6. Utilize nursing process to evaluate the need for and the effectiveness of the drug/s given to the patients.
7. Integrate the knowledge of legal and ethical issues in administration of drug.
8. Incorporate relevant research findings with guidance in development of new drug/s as a foundation for nursing practice.
9. Incorporate cognitive, interpersonal and technical skill derived from the humanities, natural and behavioral sciences when administering medication to clients, keeping in mind principles of different drugs.
10. Calculate drug dosage accurately when administering oral and parental medications.

#### TEACHING/LEARNING STRATEGIES:

Lecture/tutorials/handouts, self-directed learning, drug cards and quiz.

## EVALUATION CRITERIA:

|  |     |
|--|-----|
| Test (s)                               | 40% |
| Presentation on categories of medicine | 20% |
| Final Exam                             | 40% |

## COURSE SCHEDULE

| Date/ Time | Topics   | Faculty |
|------------|--|---------|
|            | <b>UNIT 1</b><br>Introduction to Pharmacology                      |         |
|            | <b>UNIT 2</b><br>Drugs used to prevent and treat infection         |         |
|            | Drug dosage calculation for anti infective                         |         |
|            | <b>UNIT 3</b><br>Drugs affecting Gastrointestinal system           |         |
|            | Drug dosage calculation for drug affecting Gastrointestinal system |         |
|            | <b>UNIT 4</b><br>Anti-Neoplastic drugs                             |         |
|            | Drug Dosage calculations for Anti Neoplastic drugs                 |         |
|            | <b>UNIT 5</b><br>Drugs affecting Hematology system                 |         |
|            | Drug Dosage calculations for drugs affecting haematology system    |         |

(Mathematics will be taught as co course)

## UNIT OBJECTIVES:

### UNIT I: Introduction to Pharmacology

1. Discuss the terminologies related to pharmacology
2. Discuss the history of pharmacology briefly
3. Identify the purposes of medication
4. Identify the source of medication
5. Discuss the classification of drugs
6. Describe the three type of drug supply system.
7. Discuss the drugs standards and legislation.
8. Identify resource to collect and utilize drug information.
9. Learn to prepare drugs cards

## **UNIT II: Drugs Used to Treat and Prevent Infections**

In this unit students will begin to gain an understanding of the types of drug category that are used to prevent and treat infections, their mechanism of action, indication, therapeutic and adverse effects, precautions and interactions of drugs. Emphasize will be on the nursing measures/ client education required to ensure safety of the patient

At the completion of this unit the students will be able to;

1. Define the most commonly used drug category that is used to prevent and treat infections including antibiotics, antifungal, antipruritic, antimalarials and antiviral drugs.
2. Briefly discuss action and effects of selected drug category
3. List some of the most commonly used drugs for each drug category
4. Discuss the nursing measures/patient education which can be taken if patient is using to treat and prevent infections.

## **UNIT III: Drugs Affecting the Gastrointestinal System**

In this unit, learners will be able to gain knowledge about the drugs affecting gastrointestinal system, their mechanism of action, indication side effects and nursing consideration.

1. Discuss common symptoms / disorders for which gastrointestinal drugs are used
2. Describe uses and effects of gastrointestinal drugs
3. Describe the classification and action of drugs on the body
4. Identify the expected and adverse reactions of gastrointestinal drugs
5. Discuss the nursing responsibility related to gastrointestinal drugs
6. Calculate the drugs dosage accurately.

## **UNIT IV: Drugs Affecting Haematology System**

In this unit, the learners would discuss / describe the effect of drugs on haematology system. This unit will also help learners to integrate the knowledge of drug to use to treat problems associated with hematology system. It also deals with their mechanism of action, nursing action required to ensure safety of clients using these drugs.

By the completion of this section the learners will be able to:

1. Describe uses and effects of drugs affecting haematology system
2. Describe the classification of drugs used in hematology disorders
3. Discuss the action of haematology drugs on the body
4. Identify the expected and adverse reactions of drugs affecting haematology system
5. Discuss the nursing responsibility related to drugs affecting haematology system
6. Calculate the drugs dosage accurately.

## Unit V. Anti-neoplastic-Drugs

In this unit, the learners would discuss/describe the effect of antineoplastic drugs. It also deals with their mechanism of action, nursing action required to ensure safety of clients using these drugs.

By the completion of this section the learners will be able to:

1. Describe uses and effects of anti-neoplastic drugs
2. Describe the classification of anti-neoplastic drugs
3. Discuss the action of haematology drugs on the body
4. Identify the expected and adverse reactions of anti-neoplastic drugs
5. Discuss the nursing responsibility related to anti-neoplastic drugs
6. Calculate the drugs dosage accurately.

### References:

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## **ENGLISH-III**

**2 CH**

### **ANNEXURE-A**

#### **Unit I: Speed Reading**

##### **Unit Description:**

This unit is designed to help increase their reading speed. It aims at helping achieve a higher reading rate, which will also help them in other subjects in addition to English.

##### **Unit objectives:**

At the completion of this unit students will be able to:

1. Read with speed, articles on topics of general/specific interest
2. Practice rapid reading with no loss of comprehension
3. Identify and overcome some obstacles to faster reading
4. Refrain from some bad reading habits such as finger pointing and vocalizing
5. Skim to get the main idea that sums up the whole paragraph
6. Scan portions of text for specific information
7. Enhance general reading speed through over viewing

#### **Unit II: Reading and Summarizing**

##### **Unit Description:**

This unit trains students to build their summarizing skills by selecting significant points from a text / article and rejecting unwanted / irrelevant information. It also emphasizes on the importance of giving an accurate and objective account of a given text in ones own words.

##### **Unit Objectives**

At the completion of this unit, students will be able to:

1. Skim through a given text to get an overall/global understanding
2. Read again to get a deeper, more detailed understanding
3. Select the main points and jot them down in note form
4. Convert the main points into complete sentences
5. Arrange sentences in logical sequence
6. Check for factual errors

7. Write a fair copy of the shortened version

### **Unit III: Paragraph Development**

#### **Unit Description**

This unit discusses the key features of a paragraph, i.e. its structural components, unity, and coherence. It enables students write unified, coherent paragraphs in the form of field visit reports/summaries

#### **Unit Objectives**

At the completion of this unit, students will be able to:

1. Brainstorm ideas in the form of word clusters, mind map or spider gram etc
2. Practice free writing
3. Use pre- writing strategies to write a paragraph outline
4. Identify the structural components of a paragraph
5. Write a topic sentence that states the main idea
6. Write supporting details that develop the main idea
7. Arrange sentences in a logical order
8. Use transitions to ensure a smooth flow of ideas
9. Restate the main idea effectively in the concluding sentence
10. Describe a person and / or object, incorporating all the skills learnt in this unit

### **Unit IV: Nursing objectives**

#### **Unit Description**

This unit aims at establishing the importance of documenting accurate, complete and comprehensive nursing objectives in an organized manner.

#### **Unit Objectives**

At the completion of this unit, students will be able to:

1. Follow general guidelines for writing correct nursing objectives
2. During the purpose of writing nursing objectives
3. Differentiate between objectives and goals
4. Write nursing objectives in proper sequence
5. Employ appropriate and measurable action verbs.
6. Evaluate objectives against the SMART criterion

## **Unit V      Grammar**

### **Unit Description**

This unit aims at enabling students to make appropriate use of specified grammatical items.

### **Unit Objectives**

At the completion of this unit, students will be able to:

1. Complete sentences and paragraphs using the appropriate form of the present and past continuous tense.
2. Maintain subject verb agreement in sentences
3. Write sentences using the correct word order
4. Convert active sentences into passive and vice versa
5. Change direct speech into indirect speech and vice versa
6. Differentiate between present perfect and past simple
7. Use the definite and indefinite articles correctly
8. Insert correct prepositions of time and place in sentences

## **Unit VI      Vocabulary**

### **Unit Description**

This unit is designed to build students verbal skills by familiarizing them with new vocabulary items.

### **Unit Objectives**

At the completion of this unit students will be able to:

1. Use the dictionary with facility
2. Identify various parts of speech
3. Enhance their knowledge of root words
4. Learn some of the common suffixes and prefixes used in medical terminology
5. Use some of the idiomatic phrases used to describe physical ailments
6. Enhance their knowledge of idioms and phrasal verbs in general

## **Unit VII:      Writing Short Applications Using Language of Request**

### **Unit Description**

This unit focuses on teaching students the correct format/layout and language of letters of request.

### **Unit Objectives**

At the completion of this unit learners will be able to:

1. write accurate, to the point, clear and courteous letters of request

2. follow the basic pattern purpose, circumstance, action
3. use appropriate salutation
4. include relevant information
5. convince and persuade the recipient

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**YEAR-2**  
**Semester IV**

| Serial #     | Course Title                | Theory | Clinical | Skills/<br>Lab | Total<br>Credit |
|--------------|-----------------------------|--------|----------|----------------|-----------------|
| 1            | Adult Health Nursing-II     | 4.00   | 3.00     | 1.00           | 8.00            |
| 2            | Pathophysiology II          | 2.75   |          | 0.25           | 3.00            |
| 3            | Health Assessment – II      | 1.00   |          | 1.00           | 2.00            |
| 4            | Developmental<br>Psychology | 2.00   |          |                | 2.00            |
| 5            | Pharmacology II             | 2.00   |          |                | 2.00            |
| 6            | English IV                  | 2.00   |          |                | 2.00            |
| 7            | Nursing Ethics              | 1.00   |          |                | 1.00            |
| <b>Total</b> |                             |        |          |                | <b>20.00</b>    |

**ADULT HEALTH NURSING-II**

**8 CH**

This course provides opportunities to learners to give safe & competent care for patients with various cardiovascular, respiratory, endocrine, musculoskeletal, Neurological and ENT disorders. They are assisted in development of critical thinking and nursing judgment while caring for a wide variety of patients including those who require long term care with emphasis on patient teaching and discharge planning.

**Course Objectives:**

At the end of the Adult Health Nursing II, the learners will be able to:

1. Demonstrate an ability to utilize nursing process in extending holistic care to adult patients with a variety of Cardiovascular, Respiratory, Endocrine, Musculo-skeletal, Neurological and ENT (Ear, Nose and Throat) related disorders.
2. Describe the risk factors, etiology, signs & symptoms and integrate Pathophysiology of various disease processes using a nursing framework, (Functional Health pattern) to assess patient's needs and problems.
3. Discuss the need of using relevant research findings in designing appropriate nursing care for the patients.
4. Demonstrate an awareness of legal and ethical standards in caring for patients with various disorders in a variety of acute and intermediate care settings.

## Teaching/Learning Strategies:

Lectures, discussions, role-plays, clinical conferences, skills demonstrations /return demonstrations, group work/videos, tutorials, presentations and viva examinations.

## Evaluation Criteria

|                           |   |             |
|---------------------------|---|-------------|
| Test(s)                   | = | 15%         |
| Case Presentation (Group) | = | 15%         |
| Scenario based Tutorial   | = | 20%         |
| Skill Performance exam    | = | 20%         |
| Final Exam                | = | <u>30%</u>  |
| <b>Total</b>              | = | <b>100%</b> |

## UNIT OBJECTIVES

### UNIT I: Orthopedic Nursing

This unit will assist the learners in effective utilization of nursing process in delivering care to patients with musculo-skeletal problems. The course places emphasis on the important concepts applicable in musculo-skeletal conditions and rehabilitation of patients.

By the end of this unit, learners will be able to:

1. Relate the normal anatomy and physiology of the musculo-skeletal system to alterations of normal structures and functions.
2. Display the ability to assist in carrying out diagnostic procedures related to the musculo-skeletal system and also recognizes and reports the abnormalities in the results.
3. Identify the needs of the client, with different types of tractions and amputation.
4. Use nursing concepts in identifying potential complications associated with musculo-skeletal disorders.
5. Utilize nursing process in delivering care, promoting and maintaining the optimal wellness of clients with musculo-skeletal disorders.
6. Collaborate with other members of the health care team in health teaching and discharge planning.
7. Incorporate relevant research findings in designing a plan of care for clients with musculo-skeletal disorders.
8. Understands and performs Neuro-Muscular assessment independently on patients having musculo-skeleton disorder.
9. Demonstrate pre and post operative nursing care in patients with Musculo-skeletal surgeries.
  - Soft tissue injury
  - Fracture.
  - Amputation.
  - Paget's disease and Gout.

- Osteomyelitis.
- Osteoarthritis
- Osteoporosis
- Rheumatoid Arthritis
- Bone tumors.
- Tuberculosis.

## **UNIT II: Endocrine Nursing**

### Care of clients with disorders of Pituitary Gland

This unit gives an introduction to the endocrine system. Disorders of anterior and posterior pituitary gland are discussed with a focus on physiology and disorders of secretion of growth hormone. Both hypo-secretary and hyper-secretary disorders are dealt with here. By the end of this unit, the learners will be able to:

1. Discuss treatment modalities of patients with pituitary gland disorders.
2. Utilize nursing process in the provision of care for patients with disorder of pituitary gland and for patients undergoing surgery of the gland.
3. Discuss the impact of various endocrine disorders on patients and their families

### **Care of clients with disorders of Diabetic**

In this unit, learners will gain an understanding of pathogenesis of different types of diabetes mellitus. Acute and chronic complications of diabetes mellitus will be discussed along with medical and nursing management of clients. Research related to this disorder and its treatment will be discussed. Client education and home management will also be the focus areas of this unit.

1. Discuss the preparation for patients undergoing diagnostic tests/ procedures for a patient with diabetes.
2. Identify pathogenesis and manifestations of the acute and chronic complications of diabetes mellitus.
3. Assess: Hypo and Hyperglycemic conditions.
4. Discuss the medical and pharmacological treatment for a diabetic client.
5. Discuss the purpose and plan of diet for diabetic clients.
6. Describe the nursing management of a newly diagnosed diabetic client.
7. Describe the nursing management of a diabetic client who has Ketoacidosis, Hypoglycemia, and who is undergoing surgery
8. Explain the psychological impact of diabetes mellitus on the client and his family.
9. Explain the nursing responsibilities in the long-term management of the diabetic client.

## **Care of client with Thyroid gland disorders**

This unit deals with review of structure of thyroid gland and patient emphasis on physiology and hormone production. This information is integrated while discussing the disorders of thyroid hormone secretion i.e. hypo and hyper-thyroidism. Moreover, goiter is also discussed in this unit.

By the end of this unit the learners will be able to:

1. Demonstrates understanding of medical and surgical management of patients with thyroid disorders.
2. Describe pre and post-operative care of thyroidectomy.
3. Identify potential complications of thyroid disorders and describe appropriate measures in that regard.
4. Explain the complications of thyroidectomy.

## **Care of patients with Parathyroid disorders**

In this unit, learners learn about the function of parathyroid hormone and effect of impaired hormone secretions on body. They are expected to apply this information while discussing the disorder of parathyroid gland.

By the end of this unit the learners will be able to:

1. Describe treatment modalities of patients with parathyroid disorders.
2. Utilize nursing process in provision of care to patients with disorders of parathyroid gland.

## **Care of patients with disorders of Adrenal gland**

In this unit, the focus is on the hormones secreted by the adrenal medulla and adrenal cortex. Their significance to life is discussed. Various disorders of hyper secretion and hypo secretion of hormones of adrenal cortex and medulla are discussed.

By the end of this unit the learners will be able to:

1. Integrate the disorders associated with adrenal cortex and medulla.
2. Describe treatment modalities of patients with adrenal gland disorders.
3. Utilize the nursing process in the provision of care to patients with adrenal gland disorder.
4. Review effects and side effects of gluco-corticoid therapy and plan client teaching accordingly.
5. Explain the systemic effects of short and long term use of corticosteroid therapy.

## **UNIT III: Neurological Nursing**

### **Increased ICP (Intra cranial pressure) and Head Injury**

This unit will assist learners in applying nursing knowledge to the care of a patient with increased ICP and head injury, in an acute care setting.

By the end of this unit the learners will be able to:

1. Review anatomy and physiology of brain and its protective structures.
2. Differentiate between primary and secondary head injuries and demonstrate an understanding of the related pathophysiology.
3. Anticipate major complications that may result from head injuries.
4. Utilize nursing process in caring for a patient, with head injury.

### **Spinal Cord Injury**

This unit aims at helping learners understand the physical, physiological and psychological sequel of spinal cord injuries. Unit will also focus on preventive and curative care of patients with intervertebral disc herniation.

By the end of this unit the learners will be able to:

1. Review basic anatomy and physiology of spinal cord and its protective structures.
2. Describe various mechanisms of injury that may be involved in spinal cord injury.
3. Relate pathophysiological changes that take place after a partial or complete cord transaction.
4. Identify life threatening complications that may result from spinal cord injury.
5. Appreciate the need for prompt interventions in case of a patient with spinal shock and autonomic dysreflexia.
6. Describe the nursing care of a patient with spinal cord injury in an emergency and acute care setting.
7. Explain briefly the rehabilitative needs of patients with Spinal cord injury.
8. Identify the causes and mechanism of injury involved in intervertebral disc herniation.
9. Describe the role of nurses in surgical and non-surgical management of a patient with intervertebral disc herniation.
10. Discuss the importance of maintaining proper body mechanics in preventing intervertebral disc herniation.

### **Cerebro Vasular Accident (CVA)**

This unit will help learners understand the needs of patients with CVAs depending upon the extent location and manifestations of CVAs. It will also focus on the distinguishing features of CVAs and TIAs and their respective nursing care.

By the end of this unit the learners will be able to:

1. Utilize nursing process in caring for the patient with CVA.

## **Infections/Inflammations of CNS (Central Nervous System)**

### **Meningitis/ Encephalitis/ Brain abscess**

This unit focuses on the alterations in intracranial dynamics, resulting from infections/inflammation of CNS and the role of nurses in preventing and managing complications associated with meningitis, encephalitis and brain abscess.

By the end of this unit the learners will be able to:

1. Describe alterations in intracranial dynamics resulting from infectious disorders of Central Nervous System (CNS).
2. Differentiate between the etiology, manifestations and diagnostic markers of meningitis, encephalitis and brain abscess.
3. Discuss the pharmacological and nursing management of patients with inflammations and infections of CNS.

### **Epilepsy/Seizures**

This unit aims at increasing learners understanding of clinical and social sequel of epilepsy and the role of nurses in managing patients with epileptic disorder.

1. Use nursing process to provide care to patients with various seizures disorders.
2. Demonstrate an understanding of the side effects and nursing care of some common antiepileptic drugs.
3. Appreciate the psychological effects of epilepsy for a patient and family.

### **Disorders of Neuromuscular Transmission.**

#### **Myasthenia Gravis (MG)/Gullien Barrie Syndrome (GBS) (Tutorial)**

This unit will assist learners in understanding their role as nurses in assessing and managing patient with common neuromuscular disorders and in identifying complications associated with it.

- Relate the normal physiology of neuro-muscular transmission to the pathophysiological mechanisms involved in GBS and MG.
- Distinguish the signs and symptoms of MG and GBS.
- Describe nurses' role in caring for patients undergoing diagnostic procedures to rule out MG and GBS.
- Identify major complications associated with Myasthenic Crises and Cholinergic Crisis.
- Utilize effective nursing process in caring for patients with

neuromuscular transmission disorder.

## **Pain and painful disorders related to nervous system.**

This unit focuses on the etiology, Pathophysiology, manifestations and nursing care of a patient with headache and facial pain.

By the end of this unit the learners will be able to:

### **1. Trigeminal Neuralgia**

- Review the basic anatomy of trigeminal nerve and its main division.
- Explain the etiology and Pathophysiology of trigeminal neuralgia.
- Recognize the clinical manifestations of trigeminal neuralgia.
- Identify the diagnostic techniques used to rule out the above disorder.
- Explain medical and surgical management of the same.
- Utilized nursing process in providing care and teaching to a patient with trigeminal neuralgia.

### **2. Migraine / Headache.**

- Classify the various types of headaches according to their etiology and pathophysiology.
- Describe dietary and other precipitants of migraine headache.
- Explain the pharmacological and symptomatic treatment used for patients with various types of headaches.
- Describe nursing responsibilities in caring and teaching of a patient with headaches.

## **Chronic Neurological Disorders**

### **1. Parkinson's disease**

This unit will help learners in understanding Parkinson's disease, its etiology, pathophysiology and manifestations and emphasizes on the role of a nurse in managing patients in hospital setting and out patient setting and family teaching. By the end of this unit the learners will be able to:

- Discuss the medical surgical management.
- Utilized nursing process to extend care to a patient with Parkinson's disease.
- Appreciate patient and family needs for teaching and home management.

### **2. Alzheimer's Disease**

This unit describes the etiology, pathophysiology, manifestations of Alzheimer's disease with emphasis on understanding the social and psychological aspects in caring for patients with this disorder. By the end of this unit the learners will be able to:

- Define Alzheimer 's disease.

- Discuss its etiology and pathophysiology
- Identify signs and symptoms exhibited by patient with Alzheimer's disease
- Appreciate the social and psychological sequel for patient with Alzheimer's disease.

### **3. Brain damage and special states of altered consciousness.**

By the end of this unit the learners will be able to:

- Describe various causes of Brain damage classified as: Anoxia/Hypoxia and perfusion failure.
- Explain the pathophysiological mechanism of anoxic and ischemic brain injury
- Discuss general signs and symptoms manifested by a patient with brain damage.
- Demonstrate an understanding of special states of altered consciousness: Persistent vegetative state locked in syndrome and brain stem death.
- Discuss the essential state involved in brain stem death criteria.
- Discuss general nursing interventions and ethical Legal issues involved in caring for a patient with brain damage

## **UNIT IV: Cardiovascular Disorders:**

By the end of the unit learners will be able to:

1. Review the anatomy & physiology of cardiovascular system.
2. Discuss the causes, Pathophysiology and manifestation of the following cardiovascular disorders
3. Discuss the diagnostic, medical and surgical management of the below mentioned disorders
4. Basic ECG (Electro Cardiogram) interpretation
5. Apply nursing process including assessment, planning, implementation and evaluation of care provided to the clients with cardiovascular disorders
6. Develop a teaching plan for a client experiencing disorders of the cardiovascular and lymphatic system

### **A. Disorders of the Arterial circulation**

#### **• Atherosclerosis and Aneurysm**

1. Review the anatomy & physiology of blood vessels
2. Use Poiseulle's & Laplace's laws to explain the factors affecting blood flow
3. Discuss the role of low density lipoprotein in terms of lipid transport and development of atherosclerosis
4. List risk factor in atherosclerosis



5. Describe the mechanisms involved in the development of atherosclerosis
6. Discuss the causes and mechanisms involved in the development of aneurysm
7. Differentiate among Berry's, aortic and dissecting aneurysm
8. Discuss medical, surgical and nursing management of patients.

**B Disorders of the venous circulation:**

• **Varicose veins and venous thrombosis**

1. Review the factors assisting venous return of blood from lower extremities.
2. Discuss the relation of muscle pump and the effects of gravity in the development of varicose vein
3. Discuss the risk factors and manifestation associated with venous thrombosis
4. Discuss medical, surgical and nursing management of patients with disorders in venous circulation

**C. Alteration in blood pressure: Hypertension**

Define hypertension

Discuss the role of cardiac output and peripheral vascular resistance in the mechanism of hypertension

3. Discuss the risk factors contributing in the development of hypertension
4. Discuss pathophysiology and clinical manifestations of HTN (hypertension)
5. Discuss medical and nursing management of patients with HTN.

**D. Alteration in cardiac function:**

1. Infectious disorders: Pericardiatis, Myocardiatis and Endocardiatis:
  - Review the anatomy & physiology of pericardium, myocardium & endocardium
  - Discuss the causes, pathophysiology and manifestation of pericardiatis, myocardiatis and endocardiatis.
  - Discuss the causes, pathophysiology and manifestation of cardiomyopathies.
  - Discuss medical, surgical and nursing management of patients with alterations in cardiac infections and myopathies.

**E. Coronary heart diseases:**

1. Describe blood flow in the coronary circulation and relate it to the metabolic needs of the heart
2. Discuss the pathophysiological changes and clinical manifestation in patients with Coronary Artery Disease (CAD)
  - Myocardial ischemia (angina & its types)
  - Myocardial infarction

3. Discuss medical, surgical and nursing management of patients suffering from coronary artery diseases.

**F. Valvular disorders:**

1. Discuss the alteration in hemodynamic function of the heart that occurs with valvular disease
2. Differentiate the effects of stenotic and regurgitant mitral & aortic valvular heart disease on cardiovascular function.

**G. Heart failure:**

1. Discuss the factors effecting cardiac performance in the light of Frank Starling law i.e. pre load, after load and cardiac contractility
2. Describe the pathological mechanism underlying the manifestation of congestive heart failure
3. Differentiate between:
  - Systolic versus diastolic failure
  - Right side versus left side failure
4. Discuss the clinical manifestation of congestive heart failure
5. Discuss medical, surgical and nursing management of patients with heart failure

**H. Disorders of Cardiac Conduction and Rhythm:**

1. Review the anatomy & physiology of cardiac conduction system
2. Review the electrical activity of the conduction system on an Electrocardiography (ECG) tracing.
3. Describe the mechanism for dysrhythmia generation
  - Discuss the different types of dysrhythmias.
  - Discuss various heart blocks
  - Discuss medical, surgical and nursing management of patients with disorders of cardiac conduction and rhythm.

**Heart Blocks and Pacemaker**

In this unit learners will review the basic interpretation of electrocardiogram including different types of arrhythmia. Moreover focus will be on nursing and medical management of clients with pacemaker. At the completion of the session, learners will be able to:

1. Discuss the different kinds of heart blocks.
2. Discuss the care of clients with temporary and permanent pacemaker.

## **UNIT V: Pulmonary Nursing**

By the end of the session learners will be able to:

1. Review the anatomy & physiology of upper respiratory tract
2. Discuss the causes, Pathophysiology and manifestation of the following respiratory tract disorders
3. Discuss the diagnostic, medical and surgical management of the below mentioned disorders
4. Apply nursing process including assessment, planning, implementation and evaluation of care provided to the clients with respiratory disorders
5. Develop a teaching plan for a client experiencing disorders of the respiratory tract.

### **Upper respiratory tract infections:**

- Sinusitis
- Pharyngitis
- Tonsillitis

### **Lower respiratory tract infections:**

- Influenza
- Pneumonia
- Pulmonary T.B ( tuberculosis)
- Lung Abscess

### **Obstructive lung diseases:**

- Asthma
- COPD ( Chronic obstructive pulmonary disease)
- Lung cancer
- Acute Respiratory failure
- Acute Respiratory Distress Syndrome
- Chest trauma

## **UNIT VI: Eye and ENT Nursing**

### **Otitis media and Mastoiditis/Meinere's Disease**

In this unit learners will understand the care of a patient with Otitis media and Meinere's disease. They will learn the preventive measures related to Otitismedia, Mastoiditis and Meinere's disease.

1. Review anatomy and physiology of External and Middle ear.
2. Differentiate between Otitis Externa and Otitis media.
3. Discuss the measures to prevent the spread of infection from the middle ear to the Mastoid process.
4. Utilize nursing process while caring for patients with Otitis Media.

## **Epistaxis and Deviated Nasal Septum.**

This unit will emphasize on care of patients with Epistaxis and deviated Septum. Learners will also learn about emergency care of patients with Epistaxis at home.

By the end of this unit the learners will be able to:

1. Review the anatomy and physiology of nose.
2. Discuss the nursing care of patients with deviated nasal septum.
3. Explain the emergency care of a patient with epistaxis.

## **Tonsillitis.**

This unit will focus on care of a patient with tonsillitis and the criteria for surgical interventions. Learners will understand the care of patients with tonsillectomy.

By the end of this unit the learners will be able to:

1. Review the anatomy and physiology of throat.
2. Discuss the important nursing care of a patient with tonsillitis.
3. Identify the signs and symptoms of tonsillitis.
4. Discuss the criteria for tonsillectomy.
5. Utilize nursing process for a patient undergoing surgery.

## **Laryngitis.**

Learners will learn about role of a nurse in taking care of patients with laryngitis. This unit will also help learners learn about speech therapy and resources available for speech therapy after laryngectomy.

By the end of this unit the learners will be able to:

1. Explain the important nursing care of a patient with laryngitis.
2. Utilize nursing process while caring for patient with a patient undergoing laryngectomy.
3. Describe the speech therapy and resources available in the country for speech therapy after laryngectomy.

## **Infections/Inflammations of the eye.**

This unit will assist learners to learn about different infectious conditions of eye. It will also provide learners an opportunity to utilize nursing process while caring for patients with different eye infections in hospital and community setting.

By the end of this unit the learners will be able to:

1. Review anatomy and physiology of eye.
2. Differentiate between the sign and symptoms of different eye infections.

3. Utilize nursing process while caring for patients with different infections.
4. Discuss different medical treatment for Blephaaritis, Hordeolum, Chalazia Trachoma and conjunctivitis.

### **Glaucoma/Retinal Detachment.**

This unit will focus on preventive and curative care of patients with Glaucoma. This unit will also focus on care of a patient with Retinal Detachment.

By the end of this unit the learners will be able to:

1. Identify the causes of Glaucoma.
2. Describe different diagnostic procedures and signs and symptoms present in a person with Glaucoma.
3. Utilize the nursing process while taking care of a patient with Glaucoma.
4. Discuss different causes of retinal detachment.
5. Explain the signs and symptoms a person would develop after having a detached retina.
6. Describe the role of nurses in caring for patients with detached retina.

### **Cataract**

This unit aims at helping learners to learn about different changes take place in the eye while developing cataract and focus on nursing care of patients with cataract.

By the end of this unit the learners will be able to:

1. Identify the causes of cataract.
2. Utilize nursing process while caring for patient with cataract.
3. Discuss the role of nurses in helping patients after surgical interventions.
4. Explain home care of a patient with surgical interventions.

### **Burns**

The unit places emphasis on the need for the diversity of nursing care required in immediate and the intermediate post burn period with major emphasis on the concepts of fluid and electrolyte imbalances.

At the completion of this unit, learners will be able to:

1. Define burns.
2. Discuss problems of impaired skin integrity.
3. Describe various types of burns and their causative agents.
4. Classify the size and depth of a burn.
5. Demonstrate understanding of the Pathophysiology of a major burns injury.

6. Discuss the nursing care of a burn-injured patient in immediate post-burn period.
7. Demonstrate a basic understanding of the management of cardiac arrest in an in-patient care setting.
8. Demonstrate an understanding of the commonly used drugs in the management of cardiac arrest.
9. Describe the complications of Cardio Pulmonary Resuscitation (CPR).

### **Clinical Objectives AHN**

1. Applies the nursing process and critical thinking in delivering Holistic nursing care to clients with various medical/surgical conditions in institutions and communities.
2. Formulate Nursing Care plans while caring for all adult clients in the units.
3. Incorporate cognitive, interpersonal and technical skills from the humanities, natural and behavioral sciences while providing nursing care to clients.
4. Demonstrate awareness of legal and ethical standards when providing nursing care.
5. Develop awareness for self-evaluation of effectiveness in dealing with clients with Endocrine, Cardio vascular, Respiratory, ENT, Neurological and Orthopedic disorders.
6. Demonstrate the knowledge of pharmacology used to treat all medical surgical disorders.
7. Demonstrate leadership abilities necessary to foster change in the delivery of care for the patients.
8. Provide culturally sensitive and realistic teaching to clients and families in collaboration with other health team members.
9. Incorporate research findings relevant to nursing practice.
10. Collaborate with members of the health care team to promote and maintain optimum wellness of adult clients.
11. Prepares and provide care for patients going for following diagnostic tests/examinations:
  - C.T. Scan
  - Cerebral Angiography
  - Lumber puncture
  - Mylogramme
  - Audimetric
  - Thyroid scanning.
12. Document all assessments, nursing care and discharge teaching provided to the clients.

### **SPECIFIC CLINICAL OBJECTIVES**

In the Med/Surgical rotations the learners will be able to:

- Identifies the normal values and alterations in the diagnostic tests carried out for clients.

- Demonstrates an understanding of the psychological needs of patients and their families during hospitalization and surgery.
  - Discuss the possible reaction that a family member may exhibit when confronted with trauma, illness, and death and dying.
13. Assist the following skills:
    - Lumber puncture
    - 12 Lead ECG
    - Blood sugars
    - Eye and ear irrigation.
    - Eye bandaging.
    - Skin and Skeletal traction.
    - Application of Plaster, cast
  14. a) Develop Skills in preparing and assisting in skin tractions, Knee mobilizer and CPM  
 b) Demonstrate pre and post operative nursing care in patients with Musculo-skeletal surgeries.
  15. Provide holistic care to the patients who are bed ridden and immobile.
  16. Identify normal sinus rhythm on cardiac monitor and differentiate it with the abnormal rhythms.
  17. Identify signs of increased ICP in-patients with neurological conditions.
  18. Observe the Emergency room systems and apply the concepts of triage.
  19. Differentiate the role and responsibilities of each individual in E.R. from other units.

## **CLINICAL SKILLS LIST**

1. Trachesostomy care
2. Suctioning (oral, nasal, tracheal)
3. Assist in procedures
4. Lumber puncture
5. Thorcentesis
6. Paracentesis
7. Chest tube insertion
8. Dressing
9. ECG ( electro cardiogram)

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## **PATHOPHYSIOLOGY-II**

**3 CH**

### **Course Description:**

This course provides learners with the opportunities to build on, the concepts and knowledge about the endocrine & neurological related disorders and their impact on the functional status of the body. It also deals with the responses of the body that participate in manifestation of disease. The usefulness of knowledge, skills and attitudes to the nurse in his/her problem solving in the hospital, school, community or home is the determining factor in the selection and integration of the content.

### **Course Objectives:**

On completion of this course, learners will be able to:

1. Describe the factors in the environment, which contribute to produce changes in Physiological processes.
2. Discuss the relationship of normal body function with altered physiological mechanisms in disease process.
3. Integrate the knowledge of the basic principles of Pathophysiology in a hospital and community environment.



### Teaching/Learning Strategies:

Pre-reading, lectures, lab work, group discussion, quiz, guest lectures, case base learning, field visits, self study and pre/post tests, etc.

### Evaluation Criteria:

|                    |            |
|--------------------|------------|
| Test (s)           | 40%        |
| Lab performance    | 15%        |
| Group presentation | 15%        |
| <b>Final</b>       | <b>30%</b> |

### COURSE SCHEDULE

| DAY/DATE | TOPIC  | FACULTY |
|----------|--|---------|
|          | <b>Unit I:</b> Genetic Disorders   |         |
|          | <b>UNIT II:</b> Endocrine & Metabolic Disorders  |         |
|          | <b>UNIT III:</b> Disorders of Neurological system  |         |
|          | <b>Unit IV</b> Disorder of Special Senses (Eye & ear)                                    |         |
|          | <b>Unit V</b> Disorder of Cardiovascular system  |         |
|          | <b>UNIT VI:</b><br>Alteration in Musculoskeletal support and movement. (Trauma & Injury) |         |

### UNIT OBJECTIVES:

#### UNIT I: Genetic Disorders

This unit will provide an overview of the genetic disorders with especial emphasis on some chromosomal disorders. i.e. Down's syndrome, Turners syndrome and Klinefelters's syndrome.

At the end of this unit each learners will be able to:

#### Objective:

1. Differentiate between Genetic & Congenital disorder
2. Define the following terminologies related to genetic disorders:
  - Trisomy

- Monosomy
  - Polysomy
3. Discuss the Chromosomal defects with special emphasis on aneuploidy
  4. Describe the pathophysiology and the clinical manifestation of the following genetics disorders.
    - Down's syndrome
    - Turner's syndrome
    - Klinefelters syndrome

## **UNIT II: Endocrine & Metabolic Disorders**

This unit gives an overview of the endocrine and metabolic control mechanism & some common disorders of the endocrine glands.

### **Objectives:**

1. Review the hypothalamic pituitary control mechanism of hormone secretions in the body.

Differentiate between hypo & hyper function of the endocrine glands.

#### **A. Disorders of Growth Hormone:**

In this session learners will discuss the functions and disorders of the growth hormone.

##### **Objective:**

1. Discuss the functions of growth hormone
2. Discuss the disorders of Growth hormones (Gigantism, Acromegaly & Dwarfism)

#### **B. Disorders of endocrine pancreas (Diabetes Mellitus):**

In this session, learners will gain an understanding of pathogenesis of different types of diabetes mellitus. Differences between Type 1 and 2 diabetes mellitus, acute and chronic complications of diabetes mellitus will be discussed.

##### **Objectives:**

1. Review of Anatomy & Physiology of endocrine pancreas.
2. Briefly discuss the classification of diabetes mellitus (DM)
3. Discuss etiology, pathophysiology, and clinical manifestations of Type 1 DM & Type 2 DM.
4. Identify the main differences between Type 1 & Type 2 DM.
5. Identify pathogenesis and manifestations of the acute and chronic complications of diabetes mellitus.

### **C. Disorders of Thyroid Gland & Parathyroid gland:**

This unit deals with the review of structure of thyroid gland and parathyroid gland with emphasis on hormone production and action. This information is integrated while discussing the disorders of thyroid and parathyroid gland

#### **Objectives:**

1. Review the Anatomy and Physiology of thyroid gland and parathyroid gland and hypothalamic pituitary thyroid feed back system.
2. Discuss the disorders associated with Thyroid gland i.e. hypothyroidism
  - goiter (non-toxic)
  - cretinism
  - Myxedema
3. Discuss the disorders associated with Thyroid gland i.e hyperthyroidism
  - Grave's disease
  - Goiter (toxic)
4. Discuss the mechanism of action of parathyroid hormone (parathormone and calcitonin)
5. Explain the effects of hypo and hyper parathyroidism on the body systems such as Renal and musculoskeletal system

### **D. Disorders of Adrenal gland**

In this unit the focus is on the hormone secreted by the adrenal cortex and the importance of these hormones to vital functions of the body. Disorders related to hyper secretion and hypo secretion of the adrenal cortex are discussed.

#### **Objectives:**

1. Review the Anatomy and Physiology of the Adrenal gland
2. Discuss the functions of adrenal cortex hormones (corticosteroid)
3. Discuss the following
  - Cushing's syndrome
  - Addison's disease.

## **UNIT III: Disorders of Neurological System**

In this unit the learners will gain an understanding of the alteration of sensory function involving dysfunction of the general sense includes Pain, and special senses i.e. eye & ear. Alteration of the neurological function that is cerebro-vascular accident ( CVA's & Stroke ) will also be discussed

### **A. Pain**

At the completion of this unit learners will be able to

1. Review the concept of somatosensory pathway.
2. Describe the function of Nociceptors in response to pain information.

3. Describe the function of endogenous analgesic mechanism as they relate to transmission of pain information.
4. Describe the proposed mechanism of pain relief associated with the use of heat, cold & TENS i.e. Transcutaneous electrical nerve stimulation.

## **B. Disorders of Neurological function**

At the completion of this unit learners will be able to:

1. Review the major vessels in the cerebral circulation.
2. Review the, blood brain, & brain cerebrospinal fluid barrier.
3. Explain the degeneration of the nervous tissue that cause alteration in cerebral blood flow (stroke).
  - Risk factors and types of stroke
  - Transient Ischemic Attacks (TIAS)

## **UNIT-IV Disorder of Special Senses (Eye & ear)**

At the completion of this unit learners will be able to:

1. Review the A & P of eye & ear
2. Discuss some common visual & auditory dysfunction
  - Glaucoma
  - Tinnitus & hearing Loss

## **UNIT-V Cardiomuscular System**

### **UNIT VI: Alteration in Musculoskeletal support and movement. (Trauma & Injury):**

This session learners will study about the trauma of skeletal structures. This session will also cover the pathological processes of metabolic bone disease and inflammatory joint diseases. At the end of this unit each learners will be able to:

### **UNIT V: Degenerative Disorders**

In this unit the learners will gain an understanding of the degenerative disorders of the cardiac vascular, nervous and respiratory system. At the completion of this unit learners will be able to:

#### **A. Cardiovascular Disorders:**

1. Review the following structure that support the cardiac metabolism i.e.
  - coronary circulation ( collateral arteries)
  - heart action i.e. conduction system ,myocardial contraction and relaxation
2. Explain the mechanism of blood vessels obstruction in atherosclerosis

3. Discuss the factors effecting cardiac performance in the light of Frank Starling and Lapcalce's law i.e. preload, after load, & contractility.
4. Eexplain the pathophysiological changes in patients with ischemic heart diseases i.e.
  - myocardial ischemia (angina & its types)
  - myocardial infarction

### References:

1. Carol, Porth M. (2000). *Pathophysiology concept of altered health states* (new ed). Philadelphia: J. B. Lippincott
2. Sue, Huether E. (2000). *Understanding pathophysiology* New York: Mosby.
3. Tortora, G. J., & Anagnostakos, N. P. (2000). *Principles of anatomy and physiology* New York:Harper & Row.
4. Wilson, Sylvia A. Price & Lorraine M. (1997). *Clinical concepts of disease processes* (5<sup>th</sup> ed). Mosby.

## PATHOPYHSIOLOGY LAB EVALUATION CRITERIA

Learners will get cumulative 30 %marks at the completion of all the lab sessions.

### A. LAB PERFORMANCE

The evaluation of lab performance will be done on the following basis:-

- Safe handling of chemicals and apparatus.
- Observation
- Interpretation of results.
- Cleanliness.

### Lab schedule for Pathophysiology

|       |  |   |
|-------|--|---|
| Lab 1 |  | Study the Pathway of Transmission of Cardiac Impulse and effect of temperature effect of drugs on the transmission of cardiac impulse & contractility |
| Lab 2 |  | Respirator Volumes and Capacity   |

## HEALTH ASSESSMENT II

2 CH

### Course Description:

An introduction to the content and skills needed to assess the basic health status of individuals of varying ages. These skills can be applied to nursing care in a wide variety of clinical settings. This course emphasizes history taking and physical examination skills.

## Course Objectives:

By the completion of this course learners will be able to:

1. Systematically assess the health status of an individual by obtaining a complete health history using interviewing skills appropriately.
2. Utilize proper techniques of observation and physical examination in assessing various body systems.
3. Differentiate normal from abnormal findings.
4. Record findings in an appropriate manner.
5. Demonstrate an awareness of the need to incorporate health assessment as part of their general nursing practice skills.
6. Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in assessment & analysis of data collected.

## Teaching/Learning Strategies:

Pre readings, experiential learning, videotaping, role playing, lecture/discussion, quizzes, demonstration, movies & lab practice.

## Evaluation Criteria:

|                  |             |
|------------------|-------------|
| Midterm          | 30%         |
| Performance Exam | 30%         |
| Final Exam       | <u>40%</u>  |
| <b>Total</b>     | <b>100%</b> |

## UNIT OBJECTIVES:

### UNIT I: **Assessment of the Peripheral Vascular and Musculoskeletal Systems**

By the end of the unit, learners will be able to:

1. Discuss the patient health history question necessary to perform the assessment of Peripheral Vascular System (PVS) and Musculoskeletal System (MS) system.
2. Discuss critical observations to assess PVS.
3. Assess musculoskeletal functions including muscles strength, symmetry, size, contour, ROM and its characteristics.
4. Document findings.
5. List the changes in the given systems that are characteristics of aging process.

### UNIT II: **Assessment of the Mental Status and Sensory Neuro System**

By the end of the unit, learners will be able to:

1. Perform mental status examination of a client.
2. Assess cranial nerve, sensory, sense of proprioception and cerebellar functions and deep tendon reflexes.

3. Document findings.
4. List the changes in the nervous system that are characteristics of the aging process.

### **UNIT III: Assessment of Cardio Vascular System**

By the end of the unit, learners will be able to:

1. Describe the components of health history that should be elicited during the assessment of cardiovascular system.
2. Identify the landmarks of the chest.
3. Describe the following:
  - Pulse rate, rhythm and pulsation characteristics
  - PMI
  - Heart sounds
  - Discuss systolic and diastolic murmurs
4. Assess the cardiovascular system systematically.
5. Document findings.
6. List the changes in cardiovascular system that is characteristics of aging process.

### **UNIT IV: Assessment of Thorax and Lungs**

By the end of the unit, learners will be able to:

1. Describe the components of health history that should be elicited during assessment of respiratory system.
2. Describe the following:
  - Chest contour and symmetry
  - Respiratory rate and pattern
  - Tactile fremitus
  - Chest expansion
  - Density of lung fields
  - Diaphragmatic excursion
  - Auscultated lung sounds
3. Assess the respiratory system including inspection, palpation, percussion and auscultation.
4. Document findings.
5. List the changes in respiratory system that are characteristics of aging process.

### **UNIT V: Assessment of the Eyes, & Ears**

By the end of the unit, learners will be able to

1. Identify the component of health history necessary for the examination of eye & ear.
2. Describe the following:

- Eye structure and position
  - Upper and lower eyelids
  - Gross visual perception
  - Characteristics of the cornea, sclera, pupil, and lens fundi.
  - Peripheral fields
  - Color, shape, and location of auricle
  - External ear canal and tympanic membrane
  - Gross hearing
3. Perform the examination of eye and ear of a healthy patient.
  4. Document findings.
  5. List the changes in eye and ear that are characteristics of aging process.

## **UNIT VI: Assessment of an Elderly Client**

By the end of the unit, learners will be able to

1. Describe the variations in history taking for an elderly client.
2. Differentiate health assessment variations for elderly clients.
3. Identify any differing examination techniques or skills for elderly client

## **UNIT VII: Assessment of Pediatric Client**

By the end of the unit, learners will be able to:

1. Describe the component of a thorough pediatric history, including differences for developmental levels.
2. Differentiate health assessment norms for infants, and children.
3. Identify common examination techniques/skills for pediatric health assessment.

## **References:**

1. Bicklay, L. S. (1999). *Bates' guide to physical examination and history taking* (7<sup>th</sup> ed). Philadelphia: J. B. Lippincott.
2. Cox, C. H. (1997). *Clinical applications of nursing diagnosis* (3<sup>rd</sup> ed).
3. DeGowin, R. L., & Brown, D. D. (2000). *Degowin's diagnostic examination* (7<sup>th</sup> ed.). New York: McGraw-Hill.
4. Fuller, J. & Schaller Ayers, J. (2000). *Health Assessment: A Nursing approach* (3<sup>rd</sup> ed.). Philadelphia: J. B. Lippincott.
5. Jarvis, C. (1996). *Physical examination & health assessment* (2<sup>nd</sup> ed). Philadelphia: Saunders.
6. McFarland, G. K, et. al. (1997). *Nursing diagnosis and intervention planning for patient care chapter 1 & 2* (3<sup>rd</sup> ed).
7. Munro, J. F., & Campbell, I. W. (2000). *Macleod's clinical examination* (10<sup>th</sup> ed). Edinburgh: Churchill Livingstone.
8. Thompson, B. (1991). *Clinical manual of health assessment*. (4<sup>th</sup> ed). St. Louis: Mosby.



9. Weber, J. R. (2001). *Nurses' handbook of health assessment* (4<sup>th</sup> ed). Philadelphia: Lippincott.
10. Wilson, S. F; Giddens J. F. (2001). *Health assessment for nursing practice* (2<sup>nd</sup> ed). St. Louis: Mosby.

## **COURSE SCHEDULE**

|   |
|---|
| <b>UNIT I:</b> Assessment of Peripheral Vascular & Musculoskeletal system |
| LAB : PVS & MS  |
| <b>UNIT II:</b> Mental Status & Sensory Neuro I                           |
| <b>LAB:</b> Mental Status & Sensory Neuro I                               |
| <b>UNIT III:</b> Cardiovascular system                                    |
| <b>LAB:</b> Cardiovascular system   |
| <b>UNITIV:</b> Thorax & Lungs   |
| LAB: Thorax & Lungs   |
| <b>UNIT V:</b> Eyes/Ears  |
| Lab: Eyes & Ears  |
| <b>UNIT VI:</b> Assessment of an elderly client                           |
| Lab: Assessment of elderly client   |
| <b>UNIT VII:</b> Assessment of Pediatric client                           |
| Lab: Assessment of pediatric client                                       |

## **PHARMACOLOGY-II**

**2 CH**

### **Course Description:**

The course emphasizes on knowledge about drugs, their classification, therapeutic effects, anticipated reactions, toxic effects, and abuse. At this level, the emphasis is on application of concepts to patient care situations, including patient assessment, drug dosage calculations and administration, patient and family teaching and documentation of patient responses to specific medications.

### **Course Objectives:**

By the end of the course, each learner will be able to

1. Apply conceptual knowledge about the drugs used in CV, Respiratory, CNS, ANS & EENT and endocrine disorders and their mechanisms of action.
2. Calculate drug dosage calculations accurately when administering oral and parental medications.

3. Explain the rationale for using a particular drug/s for a patient.
4. Select appropriate nursing interventions for drugs given in clinical situations.
5. Impart teaching to the patient/family regarding medications, based on their needs.
6. Utilize nursing process to evaluate the need for and the effectiveness of the drug/s given to the patients.
7. Integrate the knowledge of legal and ethical issues in administration of drug.
8. Incorporate relevant research findings with guidance in development of new drug/s as a foundation for nursing practice.
9. Incorporate cognitive, interpersonal and technical skill derived from the humanities, natural and behavioral sciences when administering medication to clients, keeping in mind principles of different drugs.
10. Begin to understand alternative therapies in medicine.
11. Utilize an advanced level of English Language in classroom and clinical setting for Pharmacology.

### Teaching/Learning Strategies:

Lecture/handouts, self-directed learning, drug cards and quiz.

### Evaluation Criteria:

|  |            |
|--|------------|
| Test (s)                               | 40%        |
| Presentation on categories of medicine | 20%        |
| <b>Final Exam</b>                      | <b>40%</b> |

### COURSE SCHEDULE:

| Date/<br>Time | Unit           | Topics  | Faculty<br>Name |
|---------------|----------------|---|-----------------|
|               | <b>Unit I</b>  | <ul style="list-style-type: none"> <li>• Drugs effecting endocrine system (thyroid, anti thyroid, para thyroid)</li> <li>• Drug effecting endocrine system steroid and diabetic and anti diabetic drugs</li> </ul>  |                 |
|               | <b>Unit II</b> | <ul style="list-style-type: none"> <li>• Drugs affecting Nervous System</li> <li>• Critical care drugs, Anesthetics, antiepileptic, antiparkinsons, antimigraine &amp; analgesic dosage calculation</li> <li>• Drug Dosage calculations (adrenergic and CNS)</li> </ul> |                 |

|  |                 |   |  |
|--|-----------------|---|--|
|  | <b>UNIT III</b> | <ul style="list-style-type: none"> <li>• Drugs affecting sympathetic nervous system (ANS)</li> <li>• Adrenergic and antiadrenergic drugs</li> <li>• Skeletal muscle relaxants and CNS stimulants</li> </ul> |  |
|  | <b>UNIT IV</b>  | <ul style="list-style-type: none"> <li>• Drugs affecting parasympathetic system (cholinergic and anticholinergic)</li> </ul>  |  |
|  | <b>Unit V</b>   | <ul style="list-style-type: none"> <li>• Drugs affecting Cardiovascular system</li> <li>• Critical care &amp; dosage calculation of drug</li> </ul>   |  |
|  | <b>Unit VI</b>  | <ul style="list-style-type: none"> <li>• Drugs affecting Respiratory system</li> <li>• Critical care &amp; dosage calculation of drugs</li> </ul>   |  |
|  | <b>Unit VII</b> | <ul style="list-style-type: none"> <li>• Drugs affecting Ophthalmic/ENT system</li> <li>• Critical care &amp; dosage calculation of drugs</li> </ul>  |  |

## **UNIT OBJECTIVES:**

### **Unit I: Drugs used in Endocrine Disorders**

This unit would discuss/describe the types of drugs used to treat problems associated with endocrine disorders. It also deals with their mechanism of action, nursing action required to ensure safety of clients using these drugs.

#### **A. Antidiabetic Drugs**

By the completion of this section the learners will be able to:

1. Review disease process of Diabetes mellitus.
2. Discuss the role of Insulin in metabolic process.
3. Discuss different types of anti-diabetic agents with their mode of action, side effects and care.
4. List the principles of therapy for all anti-diabetic agents.
5. State reasons for combinations of insulin and oral hypoglycaemic agents.
6. Calculate drug dosage accurately.

#### **B. Corticosteroids**

By the completion of this section the learners will be able to:

1. Review the Anatomy & Physiology of adrenal glands.
2. Discuss the action, indication, side effects and contraindication of exogenous corticosteroids.
3. List few commonly used corticosteroids.
4. Differentiate between short term and long-term corticosteroid therapy.

5. Discuss the action, indication, side effects and contraindication of exogenous androgen therapy.
6. Discuss the consequences of abusing anabolic steroids.
7. Identify few names of anabolic steroids.
8. Apply nursing process for the clients using corticosteroids / androgens therapy.
9. Calculate drug dosage accurately.

### **C. Thyroid and Antithyroid Drugs**

By the completion of this section the learners will be able to:

1. Review the physiologic effects of thyroid hormone.
2. Identify effects of hypo and hyper secretions of thyroid hormone.
3. Discuss actions, indications, side effects and contraindications of thyroid and anti-thyroid drugs.
4. Integrate the influence of thyroid and anti-thyroid drugs on the metabolism of other drugs.
5. Teach clients self-care activities related to the use of thyroid and anti-thyroid drugs.
6. Calculate drug dosages accurately.

### **C. Hypothalamus and Pituitary Drugs**

By the completion of this unit learners will be able to:

1. Discuss the clinical uses of major hypothalamus and pituitary hormones
2. Identify commonly used drugs and hormone replacement
3. State the major nursing consideration in the care of client receiving specific hypothalamic and pituitary hormones
4. Calculate the drug dosage accurately for oral and parental drug/ hormone used for hypothalamus and pituitary replacements

## **Unit II: Drugs used for Nervous System Disorders**

This unit would discuss/describe the types of drugs used to treat problems associated with autonomic nervous system disorders. It also deals with their mechanism of action, nursing action required to ensure safety of clients using these drugs.

### **A Anesthetic drugs**

This unit would discuss/describe the types of drugs used to anesthetize the patient. It also deals with their mechanism of action, nursing action required to ensure safety of clients using these drugs.

By the completion of this section the learners will be able to:

1. Define the term anesthesia and anesthetic agents
2. Differentiate between different types of anesthesia
3. Identify the stages of general anesthesia
4. Describe Characteristics of general and local anesthetic agents.
5. Identify most commonly used anesthetic agents

6. Discuss factors considered when choosing anesthetic agents.
7. Compare general and local anesthesia in terms of administration, client's safety and nursing care.
8. Discuss the rationale for using adjunctive drugs before and during surgical procedures.
9. Describe the nursing role in related to anesthetics and adjunctive drugs.
10. Discuss the action, indication and side effects of neuro-muscular blocking agent
11. Calculate the drug dosage of injectable anesthetic agent

### **B: Anti-Convulsants**

By the completion of this section the learners will be able to:

1. Discuss the pharmacokinetics, side effects and adverse reactions, therapeutic plasma phenytoin level
2. Identify the contraindications and drug interactions.
3. Explain the nursing interventions, including client teaching related to the use of anti-convulsants.
4. Calculate the drug dosage accurately for oral and parental anticonvulsants drug.

### **C: Anti-Parkinson's**

By the completion of this section the learners will be able to:

1. Describe the action of anticholinergic drugs and dopaminergic drugs in treatment of Parkinsonism.
2. Differentiate between the types of commonly used anti-Parkinson's drugs.
3. Describe the side effects of anti-Parkinson drugs.
4. Discuss the nursing interventions including clients teaching of drugs used in the treatment of Parkinson's disease
5. Calculate the drug dosage accurately for oral and parental anti Parkinson's drugs

### **D: Anti Migraine and drugs for Trigeminal neuralgia**

By the completion of this session learners will be able to

1. Discuss the action, contraindication and side effects of Antimigraine and Trigeminal neuralgia
2. Identify most commonly used drugs for migraine and Trigeminal neuralgia
3. State the major nursing care if client is using Anti migraine and Trigeminal neuralgia.
4. Calculate the drug dosage accurately for oral anti migraine and drugs for trigeminal neuralgia.

## **E. Skeletal Muscle Relaxants**

By the completion of this section the learners will be able to:

1. Discuss common symptoms/disorders for which skeletal muscle relaxants are used.
2. Describe uses and effects of skeletal muscle relaxants.
3. Differentiate between centrally acting and peripherally acting muscle relaxants
4. Describe non-pharmacologic interventions to relieve muscle spasm and spasticity.
5. Apply the nursing process with clients experiencing muscle spasm or spasticity.
6. Calculate the drug dosages accurately.

## **UNIT III: Drugs used for Autonomic Nervous System Disorders**

### **Drugs affecting Sympathetic Nervous System (Adrenergic & Anti-Adrenergic drugs)**

This unit would discuss/describe the types of drugs used to treat problems associated with autonomic nervous system disorders. It also deals with their mechanism of action, nursing action required to ensure safety of clients using these drugs.

By the completion of this section the learners will be able to:

1. Differentiate effects of stimulation of alpha & beta-adrenergic receptors.
2. List characteristics of adrenergic and anti-adrenergic drugs in terms of effects on body tissues, indications for use, adverse effects, nursing process implications, principles of therapy and observations of clients responses.
3. List commonly used over the counter preparation that contains adrenergic drugs.
4. Discuss principles of therapy & nursing process for using adrenergic and anti-adrenergic drugs.
5. Discuss the nursing care including teaching client about safe and effective use of these classes of drugs.
6. Calculate drug dosage calculations accurately.

## **UNIT IV: Drugs Affecting Parasympathetic Nervous System (CHOLINERGIC & ANTI- CHOLINERGIC DRUGS)**

In this unit, the learners would discuss / describe the effect of drugs on Parasympathetic nervous system. This unit will also help learners to integrate the knowledge of drug to use to treat problems associated with parasympathetic nervous system. It also deals with their mechanism of

action, nursing action required to ensure safety of clients using these drugs.

By the completion of this section the learners will be able to:

1. List characteristics of Cholinergic & Anti-Cholinergic drugs in terms of effects on body tissues, indications for use, adverse effects, nursing process implications, principles of therapy and observations of client's responses.
2. Discuss antidotes for cholinergic drugs & Anti-Cholinergic drugs.
3. Describe signs and symptoms of cholinergic drugs & Anti-Cholinergic drug overdose.
4. Describe major nursing care needs of clients receiving these classes of drugs.
5. Discuss principles of therapy & nursing process for using Cholinergic & Anti-Cholinergic drugs.
6. Teach the client about safe and effective use of these classes of drugs.
7. Calculate the drug dosage accurately for oral and parental drug affecting parasympathetic nervous system.

## **UNIT V: Drugs Affecting the Cardio-Vascular System**

In this unit, learners will gain an understanding of the drugs used to treat common disorders of the CVS, their pharmaco-kinetics and nursing measures.

### **A. Cardiac Glycosides and Antiarrhythmic Drugs**

By the end of this unit learners will be able to:

1. Review inotropic, chronotropic and dromotropic effects of cardiovascular drugs.
2. Describe the therapeutic effects and therapeutic uses of digoxin.
3. Discuss digitalization.
4. Discuss the signs and symptoms of early moderate and severe digoxin toxicity.
5. Describe the nursing care related to digoxin toxicity.
6. Discuss pharmacological management of arrhythmias.
7. Discuss nursing implication in relation to antiarrhythmic drugs.
8. Calculate the drug dosage accurately while administering oral and perenteral medication.

### **B. Anti Anginal and Anti-Hypertensive Drugs**

By the end of this unit learners will be able to:

1. Discuss the main classes of drugs that are used for treating AP.
2. Discuss the nursing responsibility of each class of drugs.

3. Discuss the pharmacological management of hypertension and hypertensive crisis.
4. Discuss the nursing responsibility related to antihypertensive drugs.
5. Calculate the drug dosage accurately while administering oral and parenteral medications.

### **C. Thrombolytic Therapy**

1. Discuss the main classification of thrombolytic therapy.
2. discuss the action of different thrombolytic therapy
3. Discuss the nursing responsibility during thrombolytic therapy

## **UNIT VI: Drugs Affecting the Respiratory System**

In this unit, learners will be able to gain knowledge about the drugs affecting respiratory system, their mechanism of action, indication side effects and nursing consideration.

By the end of the unit learners will be able to:

1. Define antihistamine, Decongestant, antitussive and expectorant
2. List the drug groups that are used for the COPD and Asthma.
3. Explain the therapeutic effects, side effect, Toxic level and nursing consideration.
4. Calculate the drug dosage accurately while administering oral and parenteral medications.

### **A Anti Tuberculosis Drugs**

In this unit, learners will be able to gain knowledge about drug used in the treatment of tuberculosis, their mechanism of action, indication, side effects and nursing consideration. By the end of the unit learners will be able to:

1. Discuss the characteristics of anti-tubercular drugs i.e.:
  - Mechanism action.
  - Indication
  - Contraindication.
2. Discuss Primary and Secondary management of TSB drugs.
3. Describe the rationale for multiple drug therapy in treatment of TB
4. Discuss appropriate nursing implication for client receiving anti-tuberculin therapy.
5. Calculate the drug dosage accurately while administering oral and parenteral medications.



## **Unit VII: Drugs used in Ophthalmic/ENT Disorders**

This unit would discuss/describe the types of drugs used to treat problems associated with ENT/Eye. It also deals with their mechanism of action, nursing action required to ensure safety of client using these drugs.

By the completion of this section the learners will be able to:

1. Review ocular structure that influence drug therapy
2. Discuss different categories of drugs used in E ENT disorders
3. Review the proper methods of instilling the EEN drops
4. Utilize nursing process while taking care of clients using drugs related to EENT disorders.
5. Calculate drug dosage calculations accurately.

### **References:**

1. Chrousos, G. P. & Margioris, A. N. (2001). Adrenocorticosteroids & adrenocortical antagonistic.
2. Clayton, B. D. & Stock, Y. N. ((2001). *Basic pharmacology for nurses. 12<sup>th</sup> ed* London: Mosby.
3. Mccuiston, L. E. G., R. J. (2002a). *Drugs affecting the endocrine system. In real-world nursing survival guide: Pharmacology.* London: Saunders.
4. Mccuiston, L. E. G., R. J. (2002b). *Psychotherapeutic agents in drugs affecting the nervous system. In real-world nursing survival guide: Pharmacology.* London: Saunders.
5. Riens, B. S., & Evans, M. E. (2002). *Pharmacological aspects of nursing care* (6<sup>th</sup> ed.). New York: Delmar.
6. Shives, L. R. (2002). *Basic concepts of psychiatric mental health nursing.* (5<sup>th</sup> ed ). Philadelphia: F. A. Davis.
7. Tracy, M. F., Lindaquist, R., Watanuki, S., Sendelbach, S., Kreitzer, M. J., Berman, B., & Savik, MS. (2003, May/June). Nurse attitudes towards the use of complementary and alternative therapies in critical care. *Heart & lung. The journal of acute & critical care.*, 32, 179-209.

**ENGLISH-IV**

**2 CH**

**ANNEXURE - A**

## **Unit Objectives:**

### **Unit I      Reflective Writing**

#### **Unit Description:**

This unit focuses on Reflective writing in medical context .The course builds on learner's skills in documenting reflections in an organized form.

#### **Unit Objectives:**

By the end of this unit, students will be able to:

1. Read and analyze a reflective text
2. Use word and phrases to express their own thoughts
3. Use appropriate sentence structure
4. Narrate and analyze incidents
5. Use basic level of reflections.

### **Unit II      Reading**

#### **Unit Description:**

This unit focuses on analytical reading. The course builds on the learner's skills to read and analyze the text critically.

#### **Unit Objectives:**

By the end of this unit, students will be able to:

1. Comprehend texts
2. Identify the main ideas
3. Understand the writer's point of view
4. Analyze different parts of the text.

### **Unit III      Grammar and Structures**

#### **Unit Description:**

This unit focuses on using grammar and written structure appropriately. The course builds on learner's skills in using grammar and written structure.

#### **Unit Objectives:**

By the end of this unit students will be able to

1. Identify basic sentence structure
2. Avoid sentence fragments
3. Add information to an independent clause
4. Learn ways to connect sentences
5. Avoid run-on sentences and the comma splice
6. Understand and use complex prepositions.

## **Unit IV      APA Style of Writing**

### **Unit Description:**

This unit introduces students to the writing style described in the publication manual of the American Psychological Association. This unit enhances learner's skills in using APA style of writing.

### **Unit Objectives:**

By the end of this unit, students will be able to:

1. Understand the difference between a reference list and citation;
2. Know the difference between quotation-summary-paraphrase.
3. Cite references for:
  - one work by one author
  - one work by multiple authors
  - two or more works within the same parentheses
  - personal communication
  - specific parts of a source.

## **Unit V      Oral Presentation**

### **Unit Description:**

This unit focuses on developing presentations skills of the learners. This will assist them how to make presentations in their academic and professional environment.

### **Unit Objectives:**

By the end of this unit, students will be able to:

1. Understand elements of a good presentation
2. Know how to make well organized and clear presentation
3. Focus on the purpose
4. Understand the significance of the audience
5. Develop clarity and accuracy in presenting information
6. Handle questions raised by the audience
7. Make effective presentations

### **References:**

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## **NURSING ETHICS**

**1 CH**

### **Course Description:**

This course is designed to provide the learner with an over view of basic concepts of ethics, its theory, principles, and norms. This course will raise awareness of factors that needs to consider when dealing with ethical decisions and affirm nursing as an ethically responsible profession. It will also provide a forum for learner to reflect upon issues or ethical dilemma which they identify during their clinical practice.

### **Course Objectives:**

By the completion of the course, learners will be able to:

1. Define ethical principles in health care.

2. Discuss ethical, moral and professional responsibilities of the nurse.
3. Discuss the nurse's individual liability with in the ethical scope of nursing practice.
4. Identify ethical concern at the clinical area and discuss alternatives for the identified ethical concerns.
5. Discuss the changing health environment for the role of nurse in delivery of ethical nursing care

### **Teaching/Learning/strategies:**

Interactive lectures, small group discussions, role play, group presentation, debate and case-studies discussion.

### **Course Expectations:**

- Attendance as per policy.
- Active participation in class.
- Take examination as scheduled

### **Evaluation Criteria:**

|                           |             |
|---------------------------|-------------|
| Debate                    | 20%         |
| Diary-Journal (monthly)   | 20          |
| Final Exam                | 40          |
| Case based classroom test | 20%         |
| <b>Total</b>              | <b>100%</b> |

### **UNIT OBJECTIVES:**

#### **Unit I Introduction to Nursing Ethics**

1. Define the terms: ethics, nursing ethics and bio-ethics, value, belief, morals, attitude, conflict, dilemma, ethical dilemma
2. Discuss importance of ethics in nursing
3. Review criteria of a profession
4. Develop Characteristics of a Professional Nurse

#### **Unit II Value Set**

1. Define Value &value clarification
2. List types of values
3. Identify personal, societal, organizational professional and moral values
4. Explain modes of value transmission
5. Recognize value conflicts and its implication to nursing practice.
6. List advantages of value clarification in nursing profession.
7. Develop professional values
8. Discuss implication of Nursing Care Ethics in Divers Society.

### **Unit III Ethical Principles and Theories**

1. Discuss ethical principles in health care in the light of ethical theories.
2. Discuss the ethical dilemmas face by nurses and client.
3. Discuss the strategies to resolve ethical dilemma in daily nursing practice.
4. List steps of ethical decision-making

### **Unit IV Confidentiality and Informed consent**

1. Define confidentiality and informed consent
2. Discuss the importance of confidentiality & consent
3. List ethical and legal elements of informed consent
4. Discuss the process informed consent.
5. Discuss nurse's roles and responsibilities in consent process
6. Implication of case consultation in nursing ethics.

### **Unit V Bills of Rights**

1. Define rights & bills of right.
2. List the types of rights.
3. Describe the role of nurse in relation to bills of right.
4. Explain patient's bills of right in a tertiary care health facility.

### **Unit VI Code of Ethics**

1. Define code & code of ethics.
2. List the function & elements of ethical code
3. Explain code of ethics by ICN and Pakistan Nursing Council
4. Compare code of ethics by ICN and Pakistan Nursing Council
5. Discuss application of code of ethics in clinical settings.
6. Define Nursing Pledge in relation to code of ethics.

### **Unit VII Professional Autonomy and Ethics**

1. Define profession, professional, autonomy, accountability and unity.
2. Discuss the characteristics of professional nurse.
3. Relate the code of ethics to professional status.
4. Discuss the professional autonomy and ethics.
5. Relate accountability to professional status.
6. Discuss the concept of unity and its relationship to professional status in nursing.
7. Relate Nursing ethics to standards of nursing practice.

### **Unit VIII Ethical Dilemma in Professional Practice**

1. Define dilemma and professional obligation
2. Identify common areas of negligence and nurses' liability in these areas.

3. Discuss nurses' advocacy in various scenarios and clinical cases related to
  - a. Life support equipment
  - b. Selling body parts
  - c. Risk management and occupational hazards.
  - d. Documentation of nursing care.
  - e. Employment issues
  - f. Medical malpractice lawsuit

**Unit-IX: International Health Organizations and Nursing Organizations**

1. Identify Nursing Organization all over the world
2. Discuss function of International Council of Nursing
3. Discuss the role of World Health Organization
4. Elaborate the functions of Pakistan Nursing Association, Federation and Council

**Clinical Objectives:**

1. Learners are required to apply ethical concept in clinical setting (FON, AHN, Advanced Concepts of Nursing and CHN)
2. Demonstrate characteristics of a professional nurse.
3. Explore and demonstrate respect patients' / families values and beliefs' clinical setting
4. Develop professional values.
5. Integrate nursing code of ethics and ethical principles in clinical setting.
6. Observes the consent process in clinical setting
7. Demonstrate respect for rights of patients and others
8. Identify ethical concerns/issues in clinical setting and discuss alternatives for identified ethical concern.
9. Practice standard format for documentation of nursing care.

## COURSE SCHEDULE

| Date/Time | Topic  | Faculty |
|-----------|--|---------|
|           | Introduction to Nursing Ethics                               |         |
|           | Value Set  |         |
|           | Ethical principles and theories                              |         |
|           | Informed consent and Confidentiality                         |         |
|           | <b>Debate</b>  |         |
|           | Bills of Right   |         |
|           | Code of ethics   |         |
|           | Professional Autonomy and Ethics                             |         |
|           | <b>Case based test</b>                                       |         |
|           | Ethical dilemma in Professional Practice                     |         |
|           | International Health Organizations and Nursing Organizations |         |
|           | <b>Final Examination</b>                                     |         |

### **GUIDELINE FOR DEBATE (20%)**

Each group will choose a topic. Please take prior appointment for your group for topic submission. All members are required to come for finalization of topic.

Each group will have two teams. One team will present arguments in favor of topic (Pro team). The other team will present arguments in opposition to the topic. (Con team)

Each group will be required to submit reference file on the of debate.

### **Each team will have 20 minutes**

|   |                 |
|---|-----------------|
| A member from Pro team presents arguments.    | 3 minutes       |
| A member from Con team will present argument. | 3 minutes.      |
| Question and Answers for both group           | 10 minutes.     |
| Conclusion from both teams                    | 2 minutes each. |

### **Suggested Topics for Debate:**

1. Patients have right to live and die.
2. Abortions should be legalized.
3. Clients have right to know about their disease and prognosis.
4. Placebos should be permitted in Health care.
5. Clients have right to receive and refuse treatment.
6. Who deserves the priority for treatment? A child aged 5 years or a 55-year elderly man.
7. Who should make the decisions patient or family or health team
8. Society benefit vs patients' benefit (e.g. aids).
9. Should organs be sold or not



10. Should family be present during CPR/procedures or not
11. Should the culture be respected or not while caring (When conflict with medicine)
12. Should learners practice / learn on patients or not.
13. Who should take care the spiritual need? Nurse or spiritual leader?
14. Should the literature be used from any source with out acknowledgement or not.

### **GUIDELINE FOR DIARY-JOURNAL (20%)**

The purpose of the diary is

- To show that you recognize ethical and legal problems in your practice
- To show that you understood what you read in your required self-selected reading
- To show how it affected your thoughts, feelings, and actions in your nursing practice.

***The Diary-Journal is a log of the ethical/legal aspects of your practice with patients during the semester. It contains 4 things:***

1. The learners have to choose one of the patients that you care for as a learners in your clinical courses per week. For each of these patients, identify at least one ethical or legal issue related to their nursing care and describe it fully in your journal, giving the relevant details of the legal or ethical nursing problem in the patient's situation.
2. Learners are required to read text listed for each class, to explore articles and books of their choosing, and to self-select the reading material. In your journal state what you read and the date when you read it. Then give a summary of what you read and write down how it affected your thoughts, feelings, values or actions in your practice with a specific patient during the following week.
3. At the end of journal, learners have to choose 1 of the nursing ethical obligation identified in one of the patient situations which have been written in journal. Then carefully describe the ethical or moral responsibilities, rights, and obligations we have in the situation. Give citations from additional readings to support the answer. State the lessons learned from this experience.

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## YEAR-3

### SEMESTER-V

| Serial #     | Course Title                                | Theory | Clinical | Skills /Lab | Total Credit |
|--------------|---|--------|----------|-------------|--------------|
| 1            | Paediatrics Health Nursing                  | 3.00   | 3.00     | 1.00        | 7.00         |
| 2            | Community Health Nursing-II                 | 2.50   | 2.50     | 1.00        | 6.00         |
| 3            | Teaching/Learning :Principles and Practices | 3.00   |          |             | 3.00         |
| 4            | English -V                                  | 2.00   |          |             | 2.00         |
| <b>Total</b> |   |        |          |             | <b>18.00</b> |

#### 1. Paediatric Health Nursing

7CH

#### Course Description:

The focus of this course is to develop knowledge, skills and attitudes in the care of children in primary, secondary and tertiary settings. Learners will apply a concepts related to Growth and Development and its deviation in all aspects of children's health. Emphasis is placed on common health problems occurring in Pakistan and in South Asian Countries.

#### Course Objectives:

At the end of the course, learners will be able to:

1. Develop awareness on common health issues of the children in Pakistan

2. Discuss principles of growth and development and its deviation in all aspects of nursing care.
3. Discuss the impact of hospitalization on the child and family.
4. Discuss the role of a family in the care of sick children in Pakistani Context.
5. Integrate pharmacological knowledge into care of sick children.
6. Integrate research based information in the care of child and family.

### **Teaching/Learning strategies:**

Lecture, discussion, demonstration, guest lecture, field trip, role play, sharing of clinical experience, group presentation, literature review, group work, case study, self-learning modules ,toy making workshop and tutorials.

### **Course Expectations:**

- a. Attend all classes and clinical.
- b. Do pre and post reading and participate in all classes and clinical conferences.
- c. Achieve a satisfactory level in clinical performance and a passing grade for the course.
- d. Submit assignments and take unit tests and examinations as scheduled.

### **Evaluation Criteria:**

|                          |             |
|--------------------------|-------------|
| Midterm                  | 25%         |
| Case based tutorials (2) | 20%         |
| Clinical assignment      | 20%         |
| Final                    | 35%         |
| <b>Total:</b>            | <b>100%</b> |

**Clinical: Pass/Fail**

## Course Schedule

| <b>Date and Time</b> | <b>Content</b>   | <b>Faculty</b> |
|----------------------|--|----------------|
|                      | <p><b>Perspective of Paediatric nursing.</b></p> <ul style="list-style-type: none"> <li>▪ Evolution in Pediatric Nursing</li> <li>▪ Role of paediatric nurse</li> <li>▪ Paediatric Nursing in Pakistani culture</li> <li>▪ Convention on the rights of the child.</li> <li>▪ Commonly occurring ethical issues in pediatric setting of Pakistan</li> </ul>   |                |
|                      | <p><b>Growth and development in children and Nursing Aspects for dealing with deviations:</b></p> <ul style="list-style-type: none"> <li>▪ Assessing Growth &amp; Development in children of different age group</li> <li>▪ Growth &amp; Development pattern in South Asian Countries, and influence of Pakistani culture on Growth and Development of child.</li> <li>▪ Factors influencing physical and emotional development of children</li> <li>▪ Assessing Milestones</li> <li>▪ Nursing Care aspects for dealing with deviations in Growth &amp; Development pattern</li> </ul> |                |
|                      | <p><b>Pharmacological Care aspects while dealing with Pediatric Patients</b></p> <ul style="list-style-type: none"> <li>• Drug dosage calculation for the Pediatric drugs</li> <li>• Common Paediatric drug dilutions</li> <li>• Common Paediatric concerns/complications during drug therapy</li> <li>• Caring for children receiving Chemotherapy, antimicrobial therapy and long-term Insulin therapy             <ul style="list-style-type: none"> <li>▪ Managing pain in children by using pharmacological and non-pharmacological approaches</li> </ul> </li> </ul>             |                |

|  |  |  |
|--|--|--|
|  | <p><b>Communication/Therapeutic Play while caring for children with various disease process</b></p> <ul style="list-style-type: none"> <li>▪ Guidelines for communication with children and families.</li> <li>▪ Role of play in growth and development of children.</li> <li>▪ Functions of play for hospitalized children.</li> <li>▪ Therapeutic play versus play therapy.</li> <li>▪ Play as a tool for nursing management</li> <li>▪ Importance of therapeutic play from Pakistani Perspectives</li> </ul>  |  |
|  | <p><b>Health promotion of the new born and family from Global and Pakistani Perspectives</b></p> <ul style="list-style-type: none"> <li>▪ Nursing care approaches for dealing with Small for Gestation Age and Low Birth Weight infants: A commonly occurring problem in Pakistan</li> <li>▪ Concept of Small for Gestation Age, Low for Gestation Age, Appropriate for Gestation Age and low birth weight infants</li> <li>▪ Assessment of new born <ul style="list-style-type: none"> <li>▪ Gestational age assessment</li> <li>▪ Head to toe assessment</li> </ul> </li> <li>▪ Developmental Care Approach for premature and newborns in Pakistani families</li> <li>▪ Nursing care of the full term and premature babies and their families</li> </ul> |  |
|  | <p><b>Nursing Care Aspects for High Risk newborn:</b></p> <p>Common newborn related problems in Pakistan and its Management:</p> <ul style="list-style-type: none"> <li>▪ Birth injuries and other related injuries in newborns</li> <li>▪ Respiratory Distress Syndrome and surfactant therapy</li> <li>▪ Transient Tachypnea of Newborn</li> <li>▪ PPHN</li> <li>▪ Intra Ventricular Hemorrhage</li> <li>▪ Hyperbilirubinemia.</li> <li>▪ Child with G6PD</li> <li>▪ Birth Asphyxia and nursing management</li> <li>▪ Septicemia and care aspects</li> <li>▪ Hypoglycemia/ Infant of diabetic mothers</li> <li>▪ Hypocalcaemia</li> <li>▪ Inborn error of metabolism</li> <li>▪ Nursing care, pharmacological and non-</li> </ul>                        |  |

|  |   |  |
|--|---|--|
|  | <p>pharmacological measures for dealing with the above health issues of newborns</p>  |  |
|  | <p><b>Care of child &amp; family during hospitalization</b><br/> Impact of hospitalization on the child and family and related Nursing Care Approaches:</p> <ul style="list-style-type: none"> <li>▪ Stressor and reaction related to developmental stage.</li> <li>▪ Stressor and reactions of the family of the child who is hospitalized.</li> <li>▪ Nursing care of a child who is hospitalized.</li> <li>▪ Nursing care process of child and family with hospitalization</li> <li>▪ Medication administration to children (clinical).</li> <li>▪ Pharmacological and non-pharmacological pain management.</li> </ul> <p>Preparation for hospitalization (clinical).</p>  |  |
|  | <p><b>Common Health problems in Pakistani children and their nursing management:</b></p> <p><b>Infants</b></p> <p>Nutrition disturbance</p> <ul style="list-style-type: none"> <li>▪ Protein energy malnutrition</li> <li>▪ Feeding difficulties</li> <li>▪ Failure to thrive</li> <li>▪ Sudden infant death syndrome</li> <li>▪ Teething problems</li> </ul> <p>Early /later child hood</p> <ul style="list-style-type: none"> <li>• Nursing Care approaches for dealing with above health problems according to the age group</li> <li>▪ Dealing with common complications of Nutritional problems and communicable diseases found commonly in Pakistan <ul style="list-style-type: none"> <li>• Post-Polio Syndrome</li> <li>• Chronic inflammatory demyelinated polyneuropathy</li> </ul> </li> </ul> |  |
|  | <p><b>Congenital defects of heart and Cardio-vascular dysfunction.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Understanding Fetal circulation</b></li> <li>▪ Congenital malformations of heart.</li> <li>▪ Pharmacology related treatment modalities for the above (Indomethacin and prostaglandin therapy)</li> <li>▪ Rheumatic heart disease.</li> <li>▪ Nursing Care approaches while dealing with clients</li> </ul>   |  |

|  |   |  |
|--|---|--|
|  | with above disorders  |  |
|  | <p><b>G.I dysfunctions in Children</b><br/> <b>Commonly occurring GI dysfunctions reported in early days of life that needs urgent management:</b></p> <ul style="list-style-type: none"> <li>▪ Ingestion problems and structural defects of GI (Cleft palate, cleft lip tongue tie and Tracheo esophageal fistula</li> <li>▪ Pyloric stenosis.</li> <li>▪ Biliary Atresia</li> <li>▪ Liver Abscess</li> <li>▪ Intestinal obstruction</li> <li>▪ Hernia</li> <li>▪ Hirschprung’s disease</li> <li>▪ Intussusceptions</li> <li>▪ volvulus</li> <li>▪ Amibiasis</li> <li>▪ NEC (Necrotizing Enterocolitis)</li> <li>▪ Nursing care, pharmacological, medical and surgical modalities for dealing with the above disorders</li> <li>▪ Commonly used medications in Pakistan for the above disorders</li> </ul> |  |
|  | <p><b>Genito-urinary dysfunctions in Children</b><br/> <b>Commonly occurring GU dysfunctions in pediatrics</b></p> <ul style="list-style-type: none"> <li>▪ Upper and Lower Urinary tract infection</li> <li>▪ Nephrotic syndrome</li> <li>▪ Congenital Renal atrophy</li> <li>▪ Bartter syndrome</li> <li>▪ Nursing management and treatment modalities for the children with the above disorders</li> </ul>   |  |
|  | <p><b>Fluid and Electrolyte imbalance in Children with various dysfunctions:</b></p> <ul style="list-style-type: none"> <li>▪ Nursing Care aspects for maintaining fluid and electrolyte balance in the children with following conditions</li> <li>▪ Burns,</li> <li>▪ GI</li> <li>▪ GU</li> </ul>   |  |



|  |   |              |
|--|---|--------------|
|  | <p><b>Respiratory dysfunction in Children:</b></p> <p><b>Commonly occurring Respiratory problems in Pediatrics</b></p> <ul style="list-style-type: none"> <li>▪ Upper and Lower Respiratory Tract Infections: <ol style="list-style-type: none"> <li>1. Pharyngitis</li> <li>2. Tonsillitis</li> <li>3. Otitis media</li> <li>4. Bronchitis</li> <li>5. Pneumonia</li> <li>6. Asthma</li> <li>7. Croup Syndrome</li> <li>8. Cystic fibrosis</li> <li>9. Reactive Airway Diseases (RAD)</li> </ol> </li> <li>▪ Caring for pediatric client on Mechanical ventilator</li> <li>▪ Nursing care aspects, pharmacological and other medical management for the paediatric patients with the above disorders.</li> </ul> |              |
|  | <p><b>Musculo-skeletal dysfunctions in Children</b></p> <ul style="list-style-type: none"> <li>▪ Kyphosis</li> <li>▪ Lordosis</li> <li>▪ Scoliosis</li> <li>▪ Types of common Fractures in children</li> <li>▪ Rheumatoid arthritis</li> <li>▪ Congenital hip dislocation</li> <li>▪ Nursing care, child with cast and traction, rehabilitative care and other medical and surgical management for the children with the above disorders.</li> </ul>  | <i>2 hrs</i> |
|  | <p><b>Neuro-muscular dysfunctions in Children</b></p> <p>Commonly occurring neuron-muscular dysfunctions in Pediatric patients:</p> <ul style="list-style-type: none"> <li>▪ Cerebral palsy</li> <li>▪ Muscular dystrophy</li> <li>▪ Gillian–Barre Syndrome</li> <li>▪ Spina bifida</li> <li>▪ Meningomyelocele</li> <li>▪ Nursing care, rehabilitative care and other medical and surgical management for the children with the above disorders</li> <li>▪ Overview of institutes i-e, NGO's and Government law organization working in Pakistan for the rehabilitation of children with the</li> </ul>  |              |

|  |  |       |
|--|--|-------|
|  | above dysfunctions   |       |
|  | <b>Cognitive/Sensory dysfunctions and Rehabilitation</b> <ul style="list-style-type: none"> <li>▪ Hearing and visual impairment.</li> <li>▪ Mental retardation</li> <li>▪ Downs' syndrome</li> <li>▪ Nursing care, rehabilitative care and other medical management for the children with the above disorders</li> </ul>   | 2 hrs |
|  | <b>Cerebral dysfunction in children</b> <ul style="list-style-type: none"> <li>▪ Meningitis, Hydrocephalus</li> <li>▪ Encephalitis</li> <li>▪ Seizures disorders ( Febrile and Epilepsy)</li> <li>▪ Head injury due to various causes in children with different age group</li> <li>▪ Nursing care aspects; pharmacological, medical and surgical modalities for the above disorders</li> </ul>  |       |
|  | <b>Paediatric Oncology</b> <ul style="list-style-type: none"> <li>▪ Leukemia in children and its prognosis in Pakistan from current treatment modalities</li> <li>▪ Hodgkin disease and non Hodgkin lymphoma*.</li> <li>▪ Porta cath care in Paediatric patients</li> <li>▪ Nursing Care for pediatric patients receiving chemotherapy from different routes</li> <li>▪ Palliative Care approaches in Pakistani Culture</li> <li>▪ Nursing care approach for dealing with death and dying situations</li> </ul>                          |       |
|  | <b>Hematological dysfunctions in Children</b><br><b>RBC disorders:</b> <ul style="list-style-type: none"> <li>• Anaemia</li> <li>• Thalassemia,</li> <li>• Sickle cell anaemia,</li> <li>• Aplastic anaemia</li> </ul> <b>Platelet disorders</b> <ul style="list-style-type: none"> <li>▪ Hemophilia</li> <li>▪ Disseminated intravascular coagulation,</li> <li>▪ Thrombocytopenia</li> <li>▪ Care of pediatric patients receiving blood transfusion and blood products (Pharmacological and non pharmacological management)</li> </ul> |       |

|  |   |  |
|--|---|--|
|  | <p><b>Endocrine dysfunctions in Pediatric Clients</b></p> <ul style="list-style-type: none"> <li>▪ <i>Insulin Dependent diabetes mellitus (IDDM) and Diabetic insipidus</i></li> <li>▪ <i>Cushing syndrome.</i></li> <li>▪ <i>Hyperthyroidism</i></li> <li>▪ <i>Hypothyroidism</i></li> <li>▪ <i>Hypopituitarism</i></li> <li>▪ <i>Hyperpituitarism</i></li> <li>▪ <b>Nursing Care approaches</b> for dealing with above health problems</li> <li>▪ <i>Pharmacological, medical and surgical management for the above.</i></li> </ul> |  |
|--|---|--|

### **Clinical Objectives**

1. Apply principles of growth and development in all aspects of nursing care.
2. Identify the impact of hospitalization on the child and family and utilize the strategies to decrease the stress of hospitalization.
3. Utilize Gordon's Functional Health Pattern effectively when providing care to a child and family with acute or chronic illness.
4. Utilize communication skills that facilitate therapeutic relationship with children, their families and health care team members.
5. Integrate therapeutic play to minimize stress of a child during hospitalization.
6. Identify needs and give health education to child / family at their level of understanding to promote health and prevent disease.

### **Paediatric Skills**

#### **Following Skills Are Emphasized For Paediatric Clinical:**

1. **Physical assessment**
  - Newborn assessment (A Review)
  - Child head to toe assessment
2. **Naso gastric and Oro gastric tube interventions**
  - N/G or O/G tube insertion
  - N/G or O/G tube feeding and removal
3. **Tub bath to an infant**
4. **Oro/naso- pharyngeal suctioning**
5. **Tracheostomy suctioning**
6. **Care of an infant in incubator**
7. **Care of an infant / neonate receiving oxygen therapy**
8. **Care of an infant under phototherapy**

## **9. Oral/SC/ Rectal Intravenous Medication administration in children**

### **Other skills and procedures:**

- Specimen Collection
- Urine specimen collection
- Lumber Puncture
- Peritoneal dialysis
- GCS monitoring for newborn, infant and children
- Positioning and Restraining Pediatric Clients

## **Child Health Nursing Clinical Graded Assignment Guidelines**

### **Objectives:**

The assignment will assist nursing learners:

- To identify and utilize the normal growth and development (G/D) pattern in children
- To identify the deviations and integrate the concept of G/D of a child during hospitalization
- Get hands on experience of different learning process while taking of a child in the hospital.

|   |   |
|---|---|
| <p align="center"><b>Part I: selection of client, assessment and implementation of project</b></p>  | <p align="center"><b>[40 marks]</b></p>   |
| <p><b>1. Select a child of 5 years age (school age group) that you cared and discuss the case with the clinical faculty.</b></p> <p><b>1.1 Collect detailed Pediatric history</b></p> <ul style="list-style-type: none"> <li>-presenting complaint/s/ present illness</li> <li>-past history (prenatal, birth, and postnatal history)</li> <li>-Developmental and nutritional data</li> <li>-Current medication.</li> </ul> <p><b>2. Assessment of growth and development with focus on:</b></p> <ol style="list-style-type: none"> <li>a. Milestone according to age</li> <li>b. The deviation in the G &amp;D pattern. if any OR how the disease has an impact on a child's health?</li> <li>c. Family's concern related to health</li> </ol> <p><b>(Document all assessment)</b></p> <p><b>3. Planning of the interventions</b></p> <ul style="list-style-type: none"> <li>▪ Document the Nursing Problem list and Prioritize two problems with significant findings (should emphasize on actual problem and justify)</li> <li>▪ Plan different activities and make different therapeutic play/games relevant to the child and family.</li> <li>▪ Use <b>"CIM" format and incorporate "FHP"(appendix 1)</b></li> <li>▪ Utilize one current article to support your interventions)</li> <li>▪ Incorporate all feedback given by the faculty</li> </ul> <p><b>4. Implementations and evaluate the plan</b></p> <ul style="list-style-type: none"> <li>- Utilize and demonstrate your planned activities on the selected child to the faculty.</li> </ul> | <p><b>(total 05marks)</b></p> <p align="center">5 marks</p> <p><b>(total 12 marks)</b></p> <p align="center">5 marks</p> <p align="center">4 marks</p> <p align="center">2 marks</p> <p><b>(total 13 marks)</b></p> <p align="center">5marks</p> <p align="center">5 marks</p> <p align="center">3 marks</p> <p align="center"><b>(total 10 marks )</b></p> |

| Part II: Developing A Portfolio  | [ total 15 marks ]   |
|--|--|
| <p><b>Enclose all following prepared material in a folder with dividers</b></p> <ul style="list-style-type: none"> <li>▪ All documents of assignments which are marked on timely basis by the faculty and needs to show evidence of incorporated feedback on the following. <ul style="list-style-type: none"> <li>○ <b>Functional Health Patter</b></li> <li>○ <b>Assessment Tool to of Growth and development</b></li> <li>○ <b>Critical integrated Map</b></li> </ul> </li> <li>▪ Write a reflection of your project and share that how the learning took place</li> <li>▪ Highlight that how this project will help you in future</li> </ul> <p>Format of the portfolio.</p> | <p>3 mark</p> <p>5 mark</p> <p>2 marks</p> <p>2 marks</p> <p>3 marks</p> |

**Total marks: \_\_\_\_\_ / 55**

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1. Assessment of infant: Community health nursing for second year. Practical handbook 18 -25. Karachi: Sindh Nurses Examination Board.
2. Hawes, H., & Scotchmer, C. (1993). What children need to know and pass on about child development Children for health London: The Child to Child Trust, UNICEEF.
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1. Adams, L. M, Tentis, E. (2003). The art and science of disciplining children. *Pediatric Clinics North America*, 50 (4), 817-840.
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12. Pullen, R. L. (2004a). Assessing for signs of meningitis. *Nursing*, 34(5), 18.
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## 2. **Tropical and Communicable Diseases** 2 CH

### **Course Description:**

This course assists students in developing knowledge, skills and attitude to provide care to clients with various Tropical and Communicable Diseases. The emphasis will be on prevention, management and treatment of Tropical and Communicable Diseases prevalent in Pakistan. Students will utilize the Functional Health Patterns and nursing process to provide care in the community and hospital setting. Concepts of Tropical and Communicable Diseases will be taught on the basis of three approaches i.e. epidemiological triad, chain of infection and web of causation.

### **Course Objectives:**

On the completion of the course, students will be able to:

1. Discuss epidemiological data of tropical and communicable diseases prevalent in Pakistan incorporating relevant research finding.
2. Discuss the diagnostic procedures, pathophysiology and treatment of patients with Tropical and Communicable Diseases
3. Discuss Epidemiological triad, chain of infection and web of causation in relation to tropical and Communicable Disease

4. Utilize Functional Health Patterns and nursing process in delivering the care for patients in hospital/community setting with Tropical and Communicable Diseases prevalent in Pakistan.
5. Demonstrate awareness of legal rights and ethical issues while caring for patients with Tropical and Communicable Diseases.
6. Identify and apply the preventive measures including isolation techniques while caring for the patients in hospital/community setting.

**Teaching Learning Strategies:**

Lecture/discussion/audio-visual aids, group presentations/small group discussion/role play, case studies, making low cost teaching aids and interview based report writing and field visit.

**Course Expectations:**

1. Active participation in class.
2. Pre & post reading in each class.
3. Completion of assignments/examination on the due dates.

**Evaluation Criteria:**

|   |             |
|---|-------------|
| Interview based report writing Assignment | 25 %        |
| Low cost teaching Aids Project            | 20 %        |
| Final Exam                                | <u>55 %</u> |
| <b>Total</b>                              | <b>100%</b> |

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|--|--|--|
|  |  |  |
|  | <p><b>Unit I</b></p> <ul style="list-style-type: none"> <li>➤ Introduction to Tropical and Communicable Diseases and role of a nurse and Disorders spread by droplet infections <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Diphtheria</li> <li>• Pertusis</li> <li>• Measles</li> <li>• Mumps</li> </ul> </li> </ul> |  |



|  |   |  |
|--|---|--|
|  | <p><b>Unit II</b><br/> Disorders spread by droplet infections and disorders spread by skin contact and poor personal hygiene</p> <ul style="list-style-type: none"> <li>➤ Varicella (Chicken Pox and Herpes Zoster)</li> <li>➤ Rubella</li> <li>➤ Leprosy</li> </ul> <p>Disorders spread by skin contact and poor personal hygiene</p> <ul style="list-style-type: none"> <li>➤ Anthrax</li> <li>➤ SARS</li> <li>➤ Viral Hemorrhagic Fever</li> <li>➤ Tetanus Impetigo</li> <li>➤ Trachoma</li> <li>➤ Scabies</li> <li>➤ Ring worms</li> </ul>                                      |  |
|  | <p><b>Unit III</b><br/> Disorders spread by ingestion of contaminated food and water borne diseases</p> <ul style="list-style-type: none"> <li>➤ Diarroheal diseases</li> <li>➤ Cholera</li> <li>➤ Dysentery</li> <li>➤ Food Poisoning</li> <li>➤ Enteric Fever</li> <li>➤ Poliomyelitis</li> <li>➤ Worms Infestation <ul style="list-style-type: none"> <li>○ Round worms</li> <li>○ Pin worms</li> <li>○ Hook worms</li> </ul> </li> <li>➤ Tape worms</li> <li>➤ Worms Infestation (Continued)</li> <li>➤ Hook worms</li> <li>➤ Tape worms</li> <li>➤ <b>Hepatitis</b></li> </ul> |  |
|  | <p><b>Unit IV</b><br/> Disorders spread by insects and animal vector</p> <ul style="list-style-type: none"> <li>➤ Rabies</li> <li>➤ Malaria</li> <li>➤ Dengue Fever</li> <li>➤ Pediculosis</li> <li>➤ Typhus Fever</li> </ul>   |  |
|  | <p><b>Unit V</b></p> <ul style="list-style-type: none"> <li>➤ Disorders spread by sexual contact</li> <li>➤ Gonorrhea</li> <li>➤ Syphilis</li> <li>➤ Chlamydia</li> </ul>   |  |

## **Unit Objectives:**

### **UNIT I      Disorders spread by droplet infections**

In this session, diseases spread by droplet spray will be briefly discussed with regard to clinical features and diagnostic investigation. Emphasis will be placed on factors responsible for droplet infection in developing countries specifically in Pakistan. Importance of preventive and control measures including immunization and utilization of different isolation techniques will also be discussed.

#### **Session 1:**

##### **Tuberculosis**

By the end of session the students will be able to:

1. Define Tuberculosis
2. Discuss the factors/causes for Tuberculosis
3. Share clinical manifestations of Tuberculosis
4. Discuss management of Tuberculosis
5. Explain the role of nurse in prevention and control of Tuberculosis in hospital and Community setting

#### **Session 2:**

##### **Diphtheria, Pertusis, Measles, Mumps**

By the end of session the students will be able to:

1. Define diphtheria, Pertusis, Measles, and Mumps
2. Discuss the epidemiological triad of Diphtheria, Pertusis , Measles, and Mumps including incubation period, reservoir and source of infection.
3. Discuss clinical manifestations and management of Diphtheria, Pertusis , Measles, and Mumps
4. Discuss complications of Diphtheria, Pertusis, Measles, and Mumps
5. Discuss the role of a CHN in the prevention/control of Diphtheria, Pertusis, Measles, and Mumps

### **Session 3:**

#### **a. Varicella, Chicken pox, Herpes Zster, and Herpes Simplex and Rubella**

By the end of session the students will be able to:

1. Define Varicella (Chicken pox, herpes zoster, and herpes simplex) and Rubella
2. Explain epidemiological triad of Chicken pox, herpes zoster and Rubella
3. Explain sign and symptoms of chicken pox and herpes zoster and Rubella.
4. Discuss the implication of rubella on pregnancy
5. Explain the importance of rubella vaccine before pregnancy
6. Discuss medical management and nursing care with essential nursing diagnosis.
7. Identify the possible complications of Varicella (Chicken pox and Herpes zoster), and Rubella encounter.
8. Explain the prevention and control of Varicella and Rubella

#### **b. Leprosy:**

By the end of session the students will be able to:

1. Define Leprosy
2. Explain epidemiological triad.
3. Describe signs and symptoms of Leprosy
4. Discuss nursing care with essential nursing diagnosis.
5. Identify the possible complications of Leprosy
6. Explain the prevention and control of Leprosy.

### **Session IV:**

#### **UNIT I Anthrax, SARS and Viral Hemorrhagic Fever, and Tetanus**

By the end of session the students will be able to:

1. Define Anthrax, SARS and Viral Hemorrhagic Fever, and Tetanus (disorder spread by skin)
2. Explain epidemiological triad.
3. Describe signs and symptoms of Anthrax, SARS and Viral Hemorrhagic Fever, and Tetanus.
4. Discuss nursing care with essential nursing diagnosis.
5. Identify the possible complications of Anthrax, SARS and Viral Hemorrhagic Fever, and Tetanus.
6. Explain the prevention and control of Anthrax, SARS and Viral Hemorrhagic Fever, and Tetanus.

## **UNIT II Disorders spread by skin contact and poor personal hygiene**

In this session, diseases spread by skin contact and poor hygiene will be briefly discussed with regard to clinical features and diagnostic investigation. Emphasis will be placed on factors responsible for these disorders in developing countries specifically in Pakistan. Importance of preventive and control measures including improving hygiene will also be discussed.

### **Session I**

#### **Scabies, Impetigo, Ringworms and Trachoma**

By the end of session the students will be able to:

1. Describe causes of Scabies, Impetigo Ring Worms and trachoma. Describe the stages of blinding trachoma.
2. Describe the lifecycle of itch mite
3. Explain the clinical manifestations of above mentioned diseases.
4. Discuss the diagnostic procedures to identify underlying condition.
5. Discuss the management of scabies, Impetigo Ringworms and trachoma.
6. Explain the role of a nurse in the prevention and control of above mentioned diseases.

## **UNIT III Disorders spread by ingestion of contaminated food and water borne diseases**

In these sessions, disorders/diseases spread by ingestion of food and water will be discussed. Students will develop an understanding of mechanism of dehydration. Focus will be placed on assessment of dehydration, management of diarrhea with different types of ORS and diet. Students will also identify the preventive and control measures required for Diarroheal diseases in community and hospital settings.

### **Session 1:**

#### **a. Diarroheal Diseases**

By the end of session the students will be able to:

1. Explain types of diarrhea
2. Discuss epidemiological triad of Diarroheal diseases.
3. Explain mechanism of dehydration in diarrhea
4. Assess the child (client) with sign and symptoms of dehydration.
5. Identify preventive and control measures for diarrhea.
6. Explain the complications of Diarroheal diseases.
7. Discuss the management of diarrhea in home and hospital setting, and review national health policy for diarrhea control.

## **b. Cholera, Dysentery**

By the end of session the students will be able to:

1. Differentiate between Cholera and Dysentery.
2. Differentiate between amebic and bacillary dysentery.
3. Discuss epidemiological triad.
4. Describe clinical manifestations and management.
5. Discuss the role of a nurse in the prevention and control of the above mentioned diseases.

## **Session 2:**

### **a. Food poisoning, Enteric Fever**

By the end of session the students will be able to:

1. Define food poisoning and enteric fever
2. Discuss the chain of infection and identify how to break the chain of infection.
3. Discuss clinical manifestations and management of food poisoning, typhoid fever.
4. Explain the nursing process of a client with enteric fever in hospital and community settings.
5. Identify the complications of enteric fever in clinical encounter.
6. Discuss the role of a community health nurse in the prevention and control of the disease.

### **b. Poliomyelitis**

By the end of session the students will be able to:

1. Define poliomyelitis
2. Describe the types of poliomyelitis
3. Discuss clinical manifestation.
4. Discuss management of poliomyelitis
5. Explain the role of nurse in prevention and control of Poliomyelitis.

### **c. Worms Infestation**

By the end of session the students will be able to:

1. Define helminthes infestation.
2. Discuss types of worms (Pin worms, round worms, hook worms and tape worms) in details with the help of the epidemiological triad.
3. Discuss pathological process of helminthes and complications of worm Infestation
4. Discuss the medical management of helminthes infestation.
5. Explain the role of a nurse in prevention and control of helminthes infestation.

## **Session 3:**

### **Hepatitis**

By the end of session the students will be able to:

1. Describe hepatitis and its different types.
2. Review literature on hepatitis in Pakistan as well of other developing countries.
3. Discuss scientific advancement in the treatment of hepatitis.
4. Explain the nursing care of a client with hepatitis.

## **UNIT IV Disorders spread by insects and animal vector.**

In these sessions, diseases spread by insects and animal (vector born diseases) will be discussed with regards to type of vector, clinical features and diagnostic procedures. Emphasis will be placed on importance of vector control and strategies to control them. In addition, this unit also intended to discuss the medical and nursing management of diseases produced by insects and animals vectors in Pakistan. By the end of the session, students will be able to:

### **Session I:**

#### **a. Rabies**

By the end of session the students will be able to:

1. Discuss rabies in the context of agent, host and environment.
2. Explain the pathophysiology of rabies virus in man.
3. Describe first aid treatment of dog bite in given situation.
4. Discuss the course of anti rabies treatment.
5. Explain prevention and control measures.

#### **b. Malaria and Dengue Fever**

By the end of session the students will be able to:

1. Discuss Malaria in the context of agent, host and environment.
2. Explain the Malarial Sexual and Asexual Cycle.
3. Discuss the Sign and symptoms; and complications of malaria Dengue Fever.
4. Discuss the course of anti malarial treatment.
5. Discuss Nursing care for patient with malaria Dengue Fever..
6. Explain prevention and control measures.

### **Session II:**

#### **Pediculosis and Typhus Fever**

By the end of session the students will be able to:

1. Describe types Pediculosis and typhus fever.
2. Discuss pathophysiology and S/S of typhus fever.
3. Discuss the groups at risk of getting lice infestation.

4. Explain the life cycle of pediculosis and its sign and symptoms.
5. Discuss the management of pediculosis and typhus fever.
6. Explain the role of nurse in prevention and control of lice infestation and typhus fever.

## **Unit V      Disorders spread by sexual contact.**

In this session, diseases spread by sexual contacts will be discussed. Each disease will be briefly discussed with regard to its epidemiological significance, clinical features and diagnostic investigations. Emphasis will be placed on the importance and techniques of identification of venereal diseases in the community. In addition, management of STDs, preventive and control measures will also be discussed. Moreover, role of a nurse will also be explored while dealing clients with STDs. Issues related to sexuality of STDs clients will also be focused during the session. By the end of the session, students will be able:

### **Session I:**

#### **Sexually Transmitted Diseases**

By the end of session the students will be able to:

1. Define terms: venereal diseases/ Sexually transmitted diseases (STDs)
2. Name STDs commonly found in Pakistan and in developing countries.
3. Discuss the prevalence of STDs from research work.
4. Discuss WHO guidelines for the management of STDs
5. Discuss possible complications of STDs.
6. Explain the role of a nurse educator in the prevention of STDs.

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<http://www.vh.org/pPatients/IHB/Peds?Infectious/Td.html>.

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[cviis.org/.../Contents/Surveillance Manual/Mumps7\\_02.pdf](http://www.cviis.org/.../Contents/Surveillance%20Manual/Mumps7_02.pdf)

[http://www.newss.ksv.edu/web/New Releases/list whooping cough.html](http://www.newss.ksv.edu/web/New_Releases/list_whooping_cough.html).

<http://www.paho.org/english/ad/dpc/cd/leprosy.htm?Page=Prevention>

[http://www.cdc.gov/ncidod/dbmd/diseaseinfo/hansens\\_t.htm](http://www.cdc.gov/ncidod/dbmd/diseaseinfo/hansens_t.htm)

<http://content.nejm.org/cgi/content/full/341/11/815>

[http://www.health.state.ny.us/nysdoh/communicable\\_diseases/en/anthrax.htm](http://www.health.state.ny.us/nysdoh/communicable_diseases/en/anthrax.htm)

<http://www.bt.cdc.gov/agent/anthrax/index.asp>

<http://www.cdc.gov/ncidod/sars/>

<http://www.who.int/emc-documents/zoonoses/docs/whoemczdi986.html>

<http://jama.ama-assn.org/cgi/content/full/287/18/2391>

<http://www.cidrap.umn.edu/cidrap/content/bt/vhf/biofacts/vhffactsheet.html>

<http://intranet/nursing/pdf/Pro%20C%20P-010.pdf>

<http://www.cdc.gov/ncidod/diseases/hepatitis/a/faq.htm>

<http://www.vnh.org/Malaria/Chepter1.html>

## **Making low cost teaching aids**

### **Evaluation Criteria**

Teaching aid is a material, which is not used only to help participants understand better the content of our teachings, but also make the teachings more lively. Teaching aids help in promoting the discussions if prepared and used effectively.

Teaching aids are used for any kind of teaching methods, such as puppets for role play and pictures series or flip charts before the beginning of the demonstration. Other type of teaching aids could be Flannel board, Flash card, puzzle games or models etc.



Teaching aids might be as expensive as computer, but as your assignment topic is to make the teaching aids that are low cost and can be prepared and used by / in local community. Therefore you are expected to use following criteria for your assignment.

- |    |  |                 |
|----|--|-----------------|
| 1. | Use low cost local material<br>(Empty boxes, old clothes, old calendar etc).   | 10 marks        |
| 2. | Label your teaching aid. Write objectives and the target population on the label. (e.g you may write “Teaching aid showing causes of malnutrition. Target population: mothers”)          | 05 marks        |
| 3. | Teaching aids must reflect on the objectives and target population written on the label.   | 10 marks        |
| 4. | Teaching aids needs to be simple, attractive, creative and culturally sensitive written language should be in Urdu or according to the local language where you have clinical placement. | 05 marks        |
| 5. | Questions needs to be entertain appropriately while displaying the aids  | 05 marks        |
| 6. | Teaching aids must be sustainable for the future use.  | 10 marks        |
| 7. | Group Dynamic  | 05 marks        |
|    |  | <b>50 marks</b> |

These 50 marks will be converted to 20 % and added towards the final exam.

**Note:** Marks may be deducted, for those students who have not shown equal participation in the group.

### Reference:

- Warner D & Bower. B, (1987) Helping Health Workers Learn (1<sup>st</sup> ed) chapter. 11; USA: The Hesperian Foundation
- Teaching and Learning: Principles and Practices 2 CH**

### Course Description:

This course introduces the basic concepts of adult learning in order to better understand one’s individual learning process and strategies to facilitate the learning of others in various health care settings. An underlying premise is that learning is a life-long process. Theory will be linked with practical teaching and learning principles. Learning will mainly occur through activities and participation in class.

### Course Objectives:

On completion of this course, learners will be able to:

- Analyze various adult learning theories and the characteristics of adult learners.
- Describe the complexity of conditions that impact on learning.
- Critically reflect on one’s own learning.

4. Utilize appropriate health teaching strategies for diverse settings.
5. Plan patient and family education session by utilizing the steps of patient education.

## **Teaching/Learning Strategies**

Short lectures, discussions, small group work, individual assessment activities, readings, presentations.

### **Evaluation Criteria:**

|  |     |
|--|-----|
| Reflection writing                           | 30% |
| Educational Journey                          | 30% |
| Teaching plan (group)                        | 40% |
| • Teaching learning strategies and materials | 10% |
| • Teaching presentation                      | 20% |
| • Teaching portfolio                         | 10% |

## **UNIT OBJECTIVES:**

### **Unit I: Reflective Writing and Critical Thinking**

In this unit the learner will:

1. Develop an understanding of the reflective learning
2. Process of journal writing
3. Critical thinking.

### **Unit II: Stages in Learning, Physical Environment and Well Being**

In this unit the learner will develop an understanding of the:

1. Developmental stages and learning, experiential learning
2. Impact of state of physical health on learning
3. Emotional aspect including stress
4. Physical environment conducive to learning in addition wellbeing and learning including behavioral, cognitive, humanistic and dialectical (interactive) learning theories.

### **Unit III: Learning Cycle, Models and Learning Styles**

1. Examination of the learning cycles
2. Models of Kolb and Taylor and how they impact on learning
3. Types of Learning/styles
4. Problems-solving and the learning cycle.

#### **Unit IV: Learning Theories and Characteristics of Adult Learners**

1. Characteristics of Adult Learners: psychological, past experience, time perspectives, the self, and self-direction
2. Factors that influence learning
3. Cognitive and affective aspects and learning theories

#### **Unit V: Health Education/Health Promotion**

The learners would be able to understand a planning process for teaching in diverse health care settings.

1. Discuss the basic goals of health education, and factors influencing on health education.
2. Utilize the health belief model and health promotion model and relate to cognitive and behaviorist theories.
3. Discuss the steps in developing the health education programme.
4. Utilize effectively a variety of teaching aids and creative application of teaching strategies
5. Plan patient and family education session

#### **Unit VI: NEEDS ASSESSMENT**

1. Develop a framework to assess the learning needs, health problems, of a target group.
2. Analyze the problems according to the priority.

#### **Unit VII: Writing Objectives**

#### **Unit VIII: LESSON PLANNING.**

Develop a lesson plan on a selected topic which would include steps in preparing learning objectives, criteria for measuring outcome of objectives, developing appropriate content, selecting teaching methods, target dates of achievement of objectives and how the objective would be evaluated.

##### **1. Teaching strategies**

Teaching strategies and teaching technologies. e.g. lectures, role-play, journals, brainstorming, demonstrations, self-learning, clinical areas, labs, field trips. Small group learning, co-operative learning and techniques to increase learners participation

##### **2. Preparing teaching materials and using teaching aids**

The learner will be involved in the process of preparing teaching materials at low cost. And will also be familiarized with the use of different teaching aids knowing the advantage and disadvantage of use. Utilizing effectively a variety of teaching aids and creative application to teaching.

### 3. Evaluation of lesson planning

#### Unit IX: Assessment of Learner and Learning

#### COURSE SCHEDULE

| Day/Date | Topic   | Name of Faculty |
|----------|---|-----------------|
|          | Reflective writing and Critical Thinking                            |                 |
|          | Stages in Learning/Well-being & learning & the physical environment |                 |
|          | Learning cycles/models/<br>Learning styles.                         |                 |
|          | Learning theories/Characteristics of Adult Learners                 |                 |
|          | Health Education/Health Promotion                                   |                 |
|          | Needs Assessment  |                 |
|          | Writing of Objective  |                 |
|          | Lesson Plan   |                 |
|          | Assessment of the learner and learning                              |                 |

#### Evaluation Guideline of Teaching Project

##### Teaching Plan:

##### Purpose:

1. To develop a realistic lesson plan according to the format given in class
2. To assist in preparing a quality teaching session.

**Directions:** Learners will begin to work in their presentation group to develop a learning needs assessment, a lesson plan, and description of teaching strategies with rationale that will be the basis for their final presentation. Learners are encouraged to keep notes on meetings, activities and responsibilities throughout the project.

##### Class Presentation:

**Purpose:** To assist in the application of a personal model and teaching style based on the plan developed and in a practice setting of your choice.

**Directions:** Learners may choose the placement and the target group according to their interest, for example in-patient / out-patient / community placement. They will be expected to set the environment to simulate the setting of your choice (using the classroom or another setting if more appropriate). Presentation will be based on submitted Teaching Plan.

**Evaluation will be according to a presentation evaluation form given in appendix A.** It is expected that all class members will be present each week to provide support and feedback as needed or to act as members of the session as required by the learners facilitator. Presentations should be maximum 45 minutes.

### Teaching Portfolio

At the end of the presentation each group will be required to present a portfolio of the work that this project has entailed. All members need to participate in the project from preparation to presentation. Portfolio will be assessed for completeness from need assessment, presentation to evaluation & documentation on dissemination of information as well as any feedback or follow-up that may be required. Portfolio will be handed within three days of the presentation.

### Lesson Plan:

Following areas, need to be included in the Lesson Plan:

1. A Column of Objectives( identify the domain and level)
2. A Column of Content
3. A Column of Time
4. A Column of Teaching Strategies
5. A Column of Evaluation
6. In the end of the table, Provide a Complete Reference List in the standard writing format (reference should be current, and relevant)

**Note:** To enhance clarity in your table, please make separate tables for each objective, preferably one table per page.

## TEACHING/LEARNING

### LESSON PLAN

**Topic:** \_\_\_\_\_  
**Venue:** \_\_\_\_\_  
**Seating Arrangement:** \_\_\_\_\_  
**Equipment Required:** \_\_\_\_\_  
**Name of Group Members:**  
 \_\_\_\_\_  
 \_\_\_\_\_

| S.# | Objective | Content | Time | Teaching Strategy | Evaluation |
|-----|-----------|---------|------|-------------------|------------|
|     |           |         |      |                   |            |

## References:

1. Basavanthappa, B. T. (2003). *Nursing education* New Delhi: Jaypee Medical publication.
2. Billings, M. D., & Halstead, A. J. (1998). *Teaching in nursing. A guide for faculty* St. Louis: W. B. Saunders.
3. Brookfield, S. (1990). *The skillful teacher. San Francisco (San francisco: C A: Jossey Bass.*
4. DeYoung, S. (2003). *Promoting and assessing critical thinking In. Teaching strategies for nurse educators* 217-257. New Jersey: Prentice Hall.
5. De Young, S. (2003). *Teaching strategies for nurse educators* New Jersey: Prentice Hall.
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## 4. Community Health Nursing II

6 CH

### Course Description:

This course will focus on the role of community health Nurses in providing family centered care and basic concepts of Reproductive Health for male and female through emphasis on obstetrics, gynecological morbidities, infertility, family planning, adolescent related health problems, immunization, tropical disease, abortions, reproductive health indicators, and related health education.

### Course Objectives:

By the completion of this course, learners will be able to:

1. Discuss the role of a nurse and other health team members in providing reproductive health care.
2. Discuss attitudes and practices towards marriage, birth, family planning, communicable diseases and immunization
3. Integration of reproductive health and its relationship to poverty, access and quality of care. Issues related to maternal morbidity and mortality.
4. Discuss the maternal and child health care programs in Pakistan and integrate the relevant concepts into nursing practice.
5. Discuss the common communicable and tropical disease in Pakistan and integrate the relevant concepts into nursing practice.
6. Provide family centered care with focus on mother and child.
7. Begin to demonstrate the legal and ethical nursing practice while providing care to the family.
8. Identify the role of the individual and the family in the promotion and maintenance of health and prevention of disease.

### Teaching/Learning Strategies:

Role playing, Group Activities, Interactive discussions, Visual Aids, Individual Assignments & Field Visits

## **Evaluation Criteria:**

|  |                  |
|--|------------------|
| 1. Midterm                                   | 30%              |
| 2. Interview based report writing assignment | 20%              |
| 3. Community based group teaching            | 20%              |
| 4. Final Exam                                | 30%              |
| 5. Practicum                                 | pass /fail/grade |

## **UNIT OBJECTIVES:**

### **UNIT I: Introduction to Reproductive Health**

By the end of the session learners will be able to:

1. Integrate the role of a community health nurse and other health team members in reproductive health care.
2. An overview of women's health and its relationship to poverty, access and quality of care.

### **Unit II: Immunization and Tropical Disease**

In this unit students will be able to understand the basic concept of immunization.

At the completion of the unit, students will be able to:

1. Overview of Expanded Program for Immunization (EPI) in Pakistan.
2. Review different types of Immunity.
3. List seven childhood Communicable Diseases covered by EPI.
4. Explain the types of vaccines.
5. Describe the importance of childhood immunization in family context.
6. Discuss the process of cold chain.
7. Discuss the responsibilities of a nurse to maintain cold chain.
8. Discuss the Family/Communities practices towards immunization.
9. Health Education and Post Vaccination teaching.

### **Unit III: Family Centered Care:**

In this unit the students will be able to assess the family by utilizing functional health pattern tool. In addition they will be able to identify the needs of family and apply family centered nursing process.

By the end of the unit, students will be able to:

1. Define family and discuss its functions.
2. Describe the types, structure/organization of a family.
3. Describe the different roles adopted by family members.
4. Discuss the concept of boundaries, family power and decision-making.
5. Identify the stressors prevalent within and outside family.
6. Explain how coping mechanism can help to maintain family functions.

7. Differentiate between values and beliefs.
8. Identify Pakistani family values and beliefs.
9. Understand the importance of knowing values and belief as a nurse.
10. Discuss the steps of family centered nursing process.
11. Define eight stages of family developmental life cycle.
12. Discuss the roles/tasks of family members in each stage.
13. Discuss the roles and functions of nurse in family centered care.

#### **Unit IV: Safe Motherhood and Newborn related care:**

In this unit learners will be able to discuss the importance, purposes and services of MCH Program in Pakistan.

At the completion of this unit, the learners will be able to:

1. Discuss the objectives of MCH Services and get the introduction to the concepts of Reproductive Health.
2. Discuss the physiological changes during pregnancy.
3. Identify minor ailments during pregnancy and discuss their management.
4. Discuss the causes of maternal mortality in Pakistan.
5. Identify high-risk mothers and discuss the need of referral.
6. Describe the guidelines for antenatal assessment, care and teaching.
7. Explain the preparation of mothers for home delivery.
8. Discuss Home Delivery process and its management.
9. Discuss the postnatal complication.
10. Describe the nursing guidelines for post partum assessment, care and teaching.
11. Explain the care of newborn baby at home and emphasize on Breast Feeding.

#### **Unit V: Family Planning (FP):**

In this unit learners will be able to identify the need for family planning and explain the importance of various methods of Family Planning. In addition, they will understand the importance of counseling skills.

At the end of this unit, learners will be able to:

1. Describe the consequences of population growth in Pakistan.
2. Identify Family Planning (FP) services available in Pakistan.
3. Identify social, economic, political and religious aspects of FP in Pakistan.
4. Discuss the responsibilities / role of a nurse for Family Planning.
5. Describe the indications, contraindications, advantages and side effects of different contraceptive methods.
6. Discuss the importance and steps of counseling skills.



## Unit VI: Adolescent reproductive and sexual health

By the end of this unit learners will be able to develop understanding of adolescent reproductive and sexual health in Pakistani context.

1. Identify changes during puberty
2. Discuss common problem occur during puberty
3. Demonstrate Nursing care and counseling

### CLASS SCHEDULE

| Day/Date | Topics  | Faculty |
|----------|---|---------|
|          | <b>Unit 1</b><br><b>Introduction to reproductive health</b> <ul style="list-style-type: none"><li>• Nurses role in Reproductive health</li><li>• Reproductive health in relation to poverty, quality of care, and access.</li><li>• Gender equity, basic health service, and emotional psychological support</li></ul>  |         |
|          | <b>Unit 2: IMMUNIZATION</b> <ul style="list-style-type: none"><li>• Introduction to Expanded Program For Immunization (EPI)</li><li>• Review Types of immunity</li><li>• Tropical and communicable diseases</li><li>• Vaccine preventable diseases</li><li>• Types of vaccines</li><li>• Preparation and administration of vaccines</li><li>• Vaccine Schedule</li><li>• Contra indications and side effects of vaccines</li><li>• Preparation for an immunization session</li><li>• Storage of vaccine</li><li>• Role of a Nurse in maintaining of Cold Chain</li><li>• Motivation for immunization in the community</li><li>• Health education in an immunization program</li></ul> Post vaccination teaching and Health education in an immunization program |         |
|          | <b>Unit 3: FAMILY CENTERED CARE</b> <ul style="list-style-type: none"><li>• Definition, Structure and types of Family</li><li>• Functions of Family</li><li>• Family Health Nursing Process</li><li>• Family Assessment</li><li>• Family nursing Diagnosis</li><li>• Goals, Implementation and Evaluation</li><li>• Family as a unit of care</li></ul>  |         |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Care of a family as client</li> <li>• Communication Patterns</li> <li>• Developmental Approach</li> <li>• Values and Beliefs</li> <li>• Family Roles, Power &amp; coping Strategies</li> <li>• Decision making process,</li> </ul>   |  |
|  | <p><b>Unit 4: Safe motherhood</b></p> <ul style="list-style-type: none"> <li>• Pre conception and Conception care</li> <li>• Antenatal care of mothers</li> <li>• History taking, Physical examination.</li> <li>• Antenatal visits schedule</li> <li>• Maternal Immunization</li> <li>• Prevention of infection</li> <li>• Diagnostic tests in pregnancy</li> <li>• Assessment of pregnant women</li> <li>• Physiological changes during pregnancy</li> <li>• Minor disorders in Pregnancy and its management</li> </ul> <p><b>High risk pregnancy</b></p> <ul style="list-style-type: none"> <li>• High Risk mothers</li> <li>• Pregnancy induced hypertension</li> <li>• (Pre- eclampsia and eclampsia)</li> </ul> <p><b>Natal care</b></p> <ul style="list-style-type: none"> <li>• Delivery process and nursing care ( stages of Labour)</li> <li>• Breast feeding</li> </ul> <p><b>Role of health care team in the community</b></p> <ul style="list-style-type: none"> <li>• Role of Traditional birth attendant in the Community</li> <li>• Establishing contacts with pregnant women</li> <li>• Assessment of home for delivery</li> <li>• Preparation for home delivery</li> <li>• TBA delivery kit</li> <li>• Care during Home Delivery</li> </ul> <p><b>Postnatal Care</b></p> <ul style="list-style-type: none"> <li>• Care of Post Natal mothers</li> <li>• Post Natal complications</li> <li>• Post Natal contraception</li> <li>• Diet and exercise</li> <li>• Health education on immediate and long term needs of mother and infant</li> </ul> <p>High Risk mothers</p> <ul style="list-style-type: none"> <li>• Post partum Haemorrhage</li> </ul> |  |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Post partum Infections</li> </ul>  |  |
|  | <p><b>Unit 5: FAMILY PLANNING</b></p> <ul style="list-style-type: none"> <li>• Introduction of family planning</li> <li>• Constrains of family planning in Pakistan</li> <li>• Consequences of population growth in Pakistan</li> <li>• Methods of family planning</li> <li>• Actions and side effects of different methods</li> <li>• Action &amp; side effects of different methods</li> <li>• Role of Nurse in motivating and counseling the client for Family Planning in community setting</li> <li>• Steps of Counseling</li> </ul> |  |
|  | <p><b>Unit 6: Adolescent reproductive and sexual health</b></p> <ul style="list-style-type: none"> <li>• Changes during puberty</li> <li>• Common problem occur during puberty</li> <li>• Nursing care and counseling</li> </ul>  |  |

### **Clinical Objectives for Maternity Homes:**

By the end of maternity homes experience the learners will have to:

1. Perform prenatal, natal, and postnatal assessment.(male students will perform theses skill on simulation in skills lab)
2. Develop action plan of the prioritized problem.
3. Implement and evaluate plan of care.
4. Observe delivery process and provide care accordingly.
5. Apply teaching learning principle in conducting health education sessions at Women and Children Hospital.

### **Clinical Objectives for Field Experience:**

By the end of this field experience the learners will have:

1. Observe the role of LHV/Nurses/Midwife in Family Planning clinic.
2. Determine different types of Family Planning methods available in the centre.
3. Observe and conduct Family Planning counseling sessions.
4. Demonstrate counseling skills to families for acceptance of Family Planning Services.
5. Assist in care of Tubal Ligation/Tubectomy and vasectomy process.
6. Observe the record keeping system at the centre.
7. Identify costs of contraceptives.
8. Apply the nursing interventions to the care of families.
9. Identify the problems of the family.
10. Apply the family centered nursing process.

11. Discuss the effects of attitudes of community towards significant events as marriage, births, family planning and immunization.
12. Assess in delivery process

### **CLINICAL OBJECTIVES: IMMUNIZATION**

On completion of this unit, students will be able to:

1. Maintain the cold chain at Community Health Centre.
2. Utilize the Expanded Program for Immunization (EPI) schedule.
3. Administer vaccines to children and mothers.
4. Conduct post vaccination teaching to mothers and family members.
5. Observe working of EPI Centre.
6. Field visit to communicable diseases center

### **Interview Based Report Writing Assignment Evaluation Criteria**

- |               |  |                   |
|---------------|--|-------------------|
| <b>Step 1</b> | <b>INTERVIEW OUTLINE</b>   | <b>(20 Marks)</b> |
| 1.            | Selection of a topic related to tropical and communicable diseases   | 05marks           |
| 2.            | Evidence of literature review  |                   |
| 3.            | Development of questionnaire according to factors/causes, sign and symptoms, nursing management, prevention and control of the disease   | 20marks           |
| 5.            | Discussion of outline with faculty including plan of intervention, questionnaire, and submission of assignment on due date.  | 05marks           |
| <br>          |  |                   |
| <b>Step 2</b> | <b>WRITTEN ASSIGNMENT</b>  |                   |
| 1.            | <b>Introduction</b>  | <b>(10 marks)</b> |
|               | a. Clearly introduces the topic/ disease and rationale for selection of the topic in relevance to the course   | 04 marks          |
|               | b. Must address the significance in terms of a country and application to the field of nursing(hospital setting and community setting)   | 05 marks          |
|               | c. Number of client interviewed  | 01 mark           |
| 2.            | <b>Body</b>  | <b>40 marks)</b>  |
|               | a. Discusses the data obtained from interviews and relate with the disease in accordance with factors/causes, sign and symptoms, nursing management, prevention and control of the disease | 25 marks          |
|               | b. Integrate relevant recent literature.   | 15 marks          |
| 3.            | <b>Conclusion</b>  | <b>(10 Marks)</b> |
|               | a. Summarization (must include significant content from  |                   |

introduction and body).

4. **Other Important points** (10 Marks)
- a. Use of correct grammar and appropriately typed (double spaced and must be between 4-5 pages), well-formatted and proof read. 05 marks
- b. Reference and source mentioned 05 marks

### References:

1. Ansari. I. M. (2006). *Community Medicine and Public Health* (6<sup>th</sup> ed.) Karachi:
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6. Gerein, N., Mayhew, S., and Lubben, M. (Feb 2003). A framework or a new approach to antenatal care. *Journal of Gynecological and Obstetrics.*, 80 (2), 175-182
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9. Mac, M. N. J; Dulski, L. A; & Meagher, B. (2005). Red alert perinatal hemorrhage. *The American journal of maternal / child health nursing*, 30(1), 46-51.Lippincott.
10. Matthews, R; & Callister, L. C. (2004). Childbearing women's perceptions of nursing care that promote dignity. *Jognn clinical issues*, 4 (33), 498-507
11. Rehman, S. A, Janjua, T., Farooq,T, & Muynck A. D. (2000). Unmet obstetrical needs in the districts of Attock & Jhelum, Punjab province, Pakistan. (3.).HAS Press: *Public Health Monograph Series*.
12. Simkin, P. (2002). Supportive care during labor: A guide for busy nurses. *Jognn clinical issues*, 6 (31), 721-732.
13. Sittner, B. J; Defrain, J; & Hudson, D. B. (2005). Effect of high risk pregnancies on families. *The American journal of maternal / child health nursing*, 30 (2), 121-126.Lippincott.
14. Vincent, C. V. H. (2005). Nurses' knowledge, attitude, and practice regarding children's pain. *The American journal of maternal /child health nursing*, 30 (1), 177-183.Lippincott.

**ANNEXURE - A****Unit I Critical & Analytical Reading****Unit Description:**

This unit is specially designed to develop and enhance the learners' analytical reading skills, to cope with the rigors of academic reading.

**Unit Objectives:**

By the end of this unit, students will be able to:

1. Comprehend texts
2. Identify the main ideas
3. Understand the writer's point of view
4. Interpret and infer meanings from texts
5. Analyse and evaluate different texts
6. Reflect and relate information to their own context.

**Unit II Critical Thinking Skills****Unit Description:**

This unit aims to develop the ability to interpret, analyze and evaluate ideas and arguments. It also aims to teach these skills so that they can be transferred to other studies and to everyday life.

**Unit Objectives:**

By the end of the unit, students will be able to:

1. Understand what is meant by critical thinking and how it can be improved
2. Identify reasons and conclusions: the reasons of reasoning
3. Understand reasoning
4. Clarify and interpret expressions and ideas
5. Understand the acceptability of reasons
6. Judge the credibility of sources skillfully
7. Evaluate inferences

**Unit III Grammar****Unit Description:**

This unit is particularly designed to improve the four major language skills. The objectives are linked to detailed descriptions of techniques and activities through which the learners could incorporate at each stage of language skills.

## **Unit Objectives:**

By the end of this unit, students will be able to:

1. Identify and correct sentence fragments
2. Edit run-on sentences
3. Correct misplaced modifiers
4. Revise dangling modifiers
5. Check faulty parallelism
6. Practice subject verb-agreement
7. Use the correct forms of grammatical structures in context
8. Revisit tenses

## **Unit IV Summary Writing**

### **Unit Description:**

The objectives of this unit will help the learners to reflect on their own writing process, and find ways to improve their summary writing techniques.

### **Unit Objectives:**

By the end of this unit, students will be able to:

1. Understand the importance of summary writing
2. Identify main ideas / themes
3. Identify supporting details
4. Select and cluster relevant information
5. Practice summarizing nursing and non nursing articles.

## **Unit V Letters to the Editor**

### **Unit Description:**

This unit aims to enhance students' professional letter writing skills pertaining to letters to the editors. It focuses on the content, language and style.

### **Unit Objectives:**

By the end of this unit, students will be able to:

1. Understand and use the appropriate language
2. Write letters to express their point of view on contemporary social issues.

## Unit VI Presentation Skills

### Unit Description:

This unit focuses on developing communication skills of learners on a one-to-one basis. This will help them to present their ideas clearly and persuasively.

### Unit Objectives:

By the end of this unit, students will be able to:

1. Understand elements of a good presentation
2. Know how to make well organized and clear presentation
3. Focus on the purpose
4. Understand the significance of the audience
5. Develop clarity and accuracy in presenting information
6. Handle questions raised by the audience
7. Make effective presentations.

### References:

1. Axelrod, R. B., & Coper, C. R. (1990). *Reading critically, writing well: A reader and guide* (2<sup>nd</sup> ed.) New York: St Martin's Press.
2. Baudoin, E. M., Bober, E. S., Clarke, M. A., Dobson, B. K., & Silberstein, S. (1994). *Reader's choice* (3<sup>rd</sup> ed.). Michigan: The University of Michigan Press.
3. Davidson, W. (2001) *Business writing: What works, what won't* (Rev. ed.). New York: St. Martin's Griffin.
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5. Fisher, A. (2004). *Critical thinking: An introduction*. Cambridge: 6. Cambridge University Press.
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8. Glendinning, E. H., & Holmstrom, B. (2004). *Study teaching: A course in reading skills for academic purposes* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.
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10. Longan, J. (2002). *English skills with readings* (5<sup>th</sup> ed.). Boston: McGraw-Hill.
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14. Powell, M. (1999). *Presenting in English*. London: Language Teaching Publication.
15. Ruetten, M. K. (2004). *Focus on writing: Developing composition skills through instruction and practice 1*. Singapore: Learners Publishing.
16. Smaley, R. L., Ruetten, M. K., & Kozyrer, J. R. (2004). *Focus on Writing: Refining composition skills through instruction and practice 2*. Singapore: Learners Publishing
17. Stevens, M. (1998). *How to be better at giving presentations*. New Delhi : Kogan Page.
18. Wallace, M. J. (2004). *Study skills in English: A course in reading skills for academic purposes (2<sup>nd</sup> ed.)*. Cambridge: Cambridge University Press.
19. Wong, S. (1991). *Summary writing: Techniques and practice* Singapore: Manhattan Press.

## YEAR-3

### SEMESTER-VI

| S# | Semester VI<br>Course Title     | Theory | Clinical | Skills/Lab | Total<br>Credit |
|----|---------------------------------|--------|----------|------------|-----------------|
| 1  | Mental Health Nursing           | 3.00   | 3.00     |            | 6.00            |
| 2  | Introduction to<br>Biostatics   | 2.5    |          | 0.5        | 3.00            |
| 3  | Behavioral<br>Psychology        | 2.00   |          |            | 2.00            |
| 4  | Epidemiology                    | 2.00   |          |            | 2.00            |
| 5  | Culture Health and<br>society   | 2.00   |          |            | 2.00            |
| 6  | English VI(Academic<br>Writing) | 2.00   |          |            | 2.00            |
|    | <b>Total</b>                    |        |          |            | <b>17.00</b>    |

#### 1. Mental Health Nursing

6 CH

#### Course Description:

This course introduces the learners to the concepts of mental health and mental illness, the various concepts of psychiatric nursing and its development in general and in Pakistan in particular. It further develops understanding of holistic approach to mental health nursing by applying the nursing process for patients and families in hospital settings. The course is also intended to explore personal and cultural perceptions, values, and

beliefs about mental health problems and the need and relevance of community mental health care in Pakistan.

### **Course Objectives:**

On completion of this course, the learners will be able to:

1. Demonstrate an awareness and acceptance of mental health and illness as legitimate health issues
2. Describe the nursing process as applied to mental health nursing
3. Utilize knowledge base to actively participate in therapeutic milieu for clients with mental health problems
4. Explore factors affecting mental health especially in the Pakistani culture
5. Demonstrate care of a client suffering from different mental health illnesses
6. Identify need and relevance of community mental health in Pakistan and the resources available to manage it

### **Teaching/Learning Strategies:**

Lecture with discussion, work in small group setting, review of articles, presentation, role-play, field visit and clinical.

### **Evaluation Criteria:**

|                    |           |
|--------------------|-----------|
| Group Presentation | 20%       |
| Mid-term exam      | 15%       |
| Scholarly paper    | 30%       |
| Clinical portfolio | 10%       |
| Final Exam         | 25%       |
| Clinical           | Pass/Fail |

### **UNIT OBJECTIVES:**

#### **Unit I: Mental Health & Mental Illness**

1. Analyse own perceptions, values, beliefs and feelings towards mental health and mental illness
2. Analyse cultural perceptions to mental health, mental illness and mental health nursing.
3. Discuss about the history of psychiatry and psychiatric nursing in Pakistan
4. Demonstrate understanding about laws governing admissions and discharge of clients in mental health settings
5. Analyze the common personal and civic rights retained by patients in mental health settings and ethical issues related to it

## **Unit II: Tools of Psychiatric Nursing**

### **A: Therapeutic Communication and therapeutic relationship:**

1. Discuss significance of communication skills in mental health settings
2. Describe techniques that facilitate or impede therapeutic communication in mental health settings
3. Demonstrate 'use of therapeutic self' while dealing with clients with mental health problems in selected settings.

### **B: Mental health assessment:**

1. Discuss nature, purpose and process of mental health assessment
2. Begin to analyze clinical findings that indicate mental health problems in selected clients.

### **C: Self Awareness:**

1. Define self awareness
2. Establish relationship between self-awareness and development of therapeutic relationship in mental health setting.

## **Unit III: Factors Affecting Mental Health and Mental Illness**

1. Describe biological, sociocultural and interpersonal factors and their impact on mental health and mental illness
2. Discuss stress and adaptation, and its relationship with mental health and mental illness

## **Unit IV: Bio-Psychosocial Interventions (to be taught in different classes and during clinical conferences as appropriate)**

1. Discuss effective ways of managing anger
2. Discuss cognitive behavioral therapy
3. Discuss psychopharmacological interventions
4. Describe the mechanism of action, clinical use, and side effects related to drugs used in mental health settings
5. Identify role of the nurse in psychopharmacological treatments
6. Analyze relevance and appropriateness of these therapies in the field of mental health

## **Unit V: Psychopharmacodynamics (needs to develop objectives)**

## **Unit VI: Personality Disorders**

1. Discuss the development of personality disorders.
2. Discuss some common features exhibited by individuals with antisocial and borderline personality disorder.

3. Explore causative factors of personality disorders
4. Utilize nursing process based on an understanding of the psychodynamics' of clients exhibiting various maladaptive behaviors in selected situations.

## **Unit VII: Mental health Problems & Therapeutic Interventions**

### **A: Anxiety and dysfunctional anxiety responses**

1. Discuss the concept of anxiety
2. Discuss physiological, perceptual, cognitive, and behavioural effects of anxiety
3. Discuss various dysfunctional anxiety responses [Generalized anxiety disorder, Post traumatic stress disorder, Phobia, Obsessive Compulsive disorder, Conversion reaction] and their basis in etiology
4. Demonstrate understanding of the principles of nursing and psychosocial care, while caring for clients with dysfunctional anxiety responses.

### **B: Altered mood states:**

1. Describe the continuum of adaptive and maladaptive emotional response
2. Discuss phenomenon of 'depression' Analyse the prevailing psychological, biological, and social theories that serves as basis for caring for clients with altered mood states Analyse the human responses to mood alterations Discuss effective nursing and psychosocial interventions for clients with Altered mood states

### **C: Deliberate self-harm and suicidal behaviour:**

1. Describe the continuum of adaptive and maladaptive self- protective responses
2. Discuss prevalence of self harm and suicidal behaviour in Pakistani population.
3. Explore predisposing factors, precipitating stressors, and appraisal of stressors related to self-protective responses
4. Discuss effect to nursing interventions related to self-protective responses.

### **D: Altered thoughts and perceptions:**

1. Describe 'schizophrenia' in light of altered thoughts and perceptions
2. Distinguish key positive and negative symptoms found in clients with thought disorder
3. Analyze human response to schizophrenia with emphasis on perception, thought, activity, and consciousness, affect, and interpersonal relationship
4. Analyze predisposing factors, precipitating stressors and appraisal of stressors related to schizophrenia

5. Discuss principles of care for helping client suffering from altered thoughts and perceptions and their families.

**E: Substance abuse and dealing with aggressive clients:**

1. Define the terms related to substance abuse
2. Discuss predisposing factors related to substance abuse
3. Describe different categories of drugs of abuse and their specific effects
4. Discuss principle of care for client who abuses the drug.
5. Define violence, its possible causes and characteristics
6. Describe theories contributing to the development of aggressive behaviour
7. Identify factors useful in predicting aggressive behaviour among clients
8. Discuss strategies to assess patients with aggressive behaviors
9. Relate behaviors and values of nurses related to violence and substance abuse
10. Discuss primary and secondary prevention of aggression in hospital setting.

**Unit VIII: Childhood Mental Disorders  
(needs to develop objectives)**

**Unit-IX: Geriatric Mental Health problems:**

1. Identify and describe the elements of a comprehensive psychiatric assessment of elderly clients with compromised cognition.
2. Discuss Dementia and delirium in relation to mental health of elderly
3. Analyze nursing care needs for elderly clients with mental health problems.

**Unit X: Community Mental Health Nursing**

1. Discuss various models of community mental health nursing and its relevance to Pakistan
2. Analyze functions of mental health nurse in community setting of Pakistan
3. Demonstrate understanding of faith healing practices as local resource for community mental health in Pakistan.

**Unit XI: Rehabilitation and Recovery:**

1. Define tertiary prevention and rehabilitation
2. Discuss the behaviors and rehabilitative needs of people with serious mental health problems
3. Discuss response of families and communities towards rehabilitative needs of clients.

## Clinical Objectives:

At the end of the clinical experience, learners will be able to:

1. Apply theoretical knowledge to psychiatric-mental health nursing practice in hospital settings
2. Demonstrate enhanced self-awareness and self-understanding in clinical practice
3. Apply therapeutic communication skills while caring for clients
4. Demonstrate use of nursing process (assessment, diagnosis, planning, implementation, and evaluation) in the care of clients with mental health problems
5. Explore and analyze issues that contributes in promoting mental health and preventing mental illness
6. Recognize nurses' role as health educator and once patient's needs are identified, plan/conduct health education session(s)
7. Perform all required skills, maintaining clients safety
8. Identify and evaluate the mental health care services available in community.

## COURSE SCHEDULE

| Day/Date | Topics  | Faculty |
|----------|---|---------|
|          | <b>Unit 1: Mental Health and Mental Illness</b> <ul style="list-style-type: none"> <li>• History of Psychiatry and Psychiatric Nursing</li> <li>• Mental Health Ordinance 2001 Pakistan</li> </ul>                    |         |
|          | <b>Unit 2: Tools of Psychiatric Nursing</b> <ul style="list-style-type: none"> <li>• Therapeutic communication and therapeutic relationships</li> <li>• Mental health assessment</li> <li>• Self awareness</li> </ul> |         |
|          | <b>Unit 3: Factors Affecting Mental Health and Illness</b> <ul style="list-style-type: none"> <li>• Biological factors</li> <li>• Socio cultural factor</li> <li>• Psychological factors</li> </ul>                   |         |
|          | <b>Unit 4 Biopsychosocial Interventions</b> <ul style="list-style-type: none"> <li>• Cognitive behavioural therapy</li> <li>• Anger management</li> </ul>   |         |
|          | <b>Unit 5: Psycho-Pharmacodynamics</b>  |         |
|          | <b>Unit 6: Personality Disorders</b> <ul style="list-style-type: none"> <li>• Anti-social personality</li> <li>• Borderline Personality</li> <li>• Maladaptive behaviours</li> </ul>                                  |         |

|  |  |  |
|--|--|--|
|  | <p><b>Unit 7: Mental Health Problems and Therapeutic Interventions</b></p> <p><b>Anxiety responses</b></p> <ul style="list-style-type: none"> <li>• Dysfunctional anxiety responses</li> <li>• Generalized anxiety disorder</li> <li>• Post traumatic stress disorder</li> <li>• Phobia</li> <li>• Panic disorder</li> <li>• Obsessive compulsive disorder</li> <li>• Conversion disorder</li> </ul> <p><b>Altered mood states</b></p> <ul style="list-style-type: none"> <li>• Bipolar disorder</li> <li>• Major depressive disorder</li> </ul> <p><b>Deliberate self-harm and suicidal behaviors</b></p> <p><b>Altered thoughts and perceptions</b></p> <ul style="list-style-type: none"> <li>• Schizophrenia</li> </ul> <p><b>Substance abuse and dealing with aggressive behaviours</b></p> |  |
|  | <b>Unit 8: Childhood mental disorders</b>  |  |
|  | <p><b>Unit 9: Geriatric Mental Health Problems</b></p> <ul style="list-style-type: none"> <li>• Dementia</li> <li>• Delirium</li> </ul>  |  |
|  | <p><b>Unit 10: Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Models of community mental health nursing</li> <li>• Faith healing</li> <li>• Crisis intervention</li> </ul>   |  |
|  | <b>Unit 11: Rehabilitation and recovery of the clients with Mental Health problem</b>  |  |

**GROUP PRESENTATION ON NURSING PROCESS IN MENTAL HEALTH SETTING** **20%**

The presentation would be conducted in groups consist of 4-6 learners. Each group would choose a presentation topic from the given list. The group members will carry out relevant search and develop outline for the presentation. The outlines must be approved by the assigned faculty members at least one week before the presentation is due. The group leaders will keep record of all the meetings and activities and submit it to the assigned faculty before the presentation along with a printed copy of

the presentation. Each group will be given a total of 20 minutes for presentation and 10 minutes for discussion.

**The list of topics is as follow:**

1. Powerlessness
2. Altered thought process
3. Self esteem disturbance
4. Adjustment, impaired
5. Caregiver role strain
6. Altered Sensory perception
7. Defensive coping
8. Risk for violence directed to self and others
9. Guilt
10. Loss & grief
11. Hope-Hopelessness
12. Flexibility-Rigidity
13. Boredom
14. Manipulation
15. Loneliness
16. Trust-Mistrust
17. Dependence –Independence
18. Adaptation
19. Self concept
20. Transference/ Counter transference
21. Genuineness and empathy
22. Professional boundaries
23. Self management skills and mental health
24. Emotions and mental health
25. Environment and mental health
26. Social inclusion and mental health
27. Faith healing
28. Cultural diversity and mental health
29. Resilience
30. Nursing complementary therapies
31. Family intervention
32. Crisis interventions
33. Occupational therapy

Topics can also be selected from world mental health day themes.

### Presentation Guidelines

1. Define the selected topic
2. Discuss the topic with literature support in relation to mental health / mental illness
3. Identify a case scenario from your clinical experience at psychiatric unit and relate it with the topic.



4. Analyze the topic with the help of chosen scenario and clinical experience
5. Develop an integrated nursing care plan highlighting the nursing process of the chosen topic
6. Conclude and summarize the presentation
7. Share your personal experience regarding process of the presentations.

**Note: Refer appendix A for evaluation tool to be used for presentation.**

### **Scholarly Paper: Ethical and legal issues Related to Mental Health 30%**

The purpose of this scholarly paper is to build critical understanding and to bring insight about few common, yet very important mental health related ethical and legal issues. This paper will also help learners to contribute positively towards the mental health of clients.

- Define the issue from varying point of view
  - Describe significance of the chosen issue within socio-cultural context
  - Identify clinical scenario related to the chosen issue
  - Analyze the issue in the light of Eastern and Western literature/integration of ethical/legal based model, theory or framework.
  - Establish the relationship of the issue with mental health and illness , by describing its application to the clinical scenario
  - Propose strategies to promote mental health of the client within the context of the issue
  - Conclude and summarize the paper
  - APA formatting & language
- ✓ The length of your assignment should be between 1600-2000 words, excluding title and reference page. The title page should include word count.
- ✓ Discuss your assignment outlines with the faculty member and submit it at least one week before the paper submission.
- ✓ A copy of all the literature used and all drafts/edited copies of assignment should be submitted along with the final paper

### **Clinical Portfolio**

**10%**

- Each learner is expected to submit a portfolio to their respective faculty members.
- The learners will be responsible for developing and maintaining evidences of activities performed during the clinical practice.
- Ensure that your assignments/evidences are signed by the respective clinical faculty members on timely basis.

- Add a summary sheet as first page before submitting your mid term and final clinical portfolio. Table of contents and paragraph of preface and acknowledgement should be added.

### Portfolio Evaluation

|    |   |
|----|---|
| 1. | <p><b>Professional development</b><br/>Evidence would consist of:<br/>Improved performance based on feedback by faculty and peers</p>   |
| 2. | <p><b>Communication</b><br/>Evidence would consist of:<br/>Process recording [verbatim]<br/>Nurses notes</p>  |
| 3. | <p><b>Nursing process</b><br/>Evidence would consist of:<br/>Complete psychosocial assessment<br/>List of nursing care priorities<br/>A nursing care plan choosing relevant and appropriate goals/outcomes and interventions.<br/>Evaluation for the nursing care implemented</p> |
| 4. | <p><b>Teaching learning activities</b><br/>Evidence would consist of:<br/>Teaching learning plans with resources explored and utilized<br/>Articles/literature <u>used</u> in clinical conferences or patient care</p>  |
| 5. | <p><b>Weekly reflective log</b><br/>Evidence would consists of:<br/>Written reflection on clinical experience during the clinical rotation<br/><b>Note: Refer appendix B for the guidelines of reflective log.</b></p>  |

#### RELATED JOURNALS:

- American Journal of Psychiatry.
- British Journal of Psychiatry
- Indian Journal of Psychiatry
- Issues in Mental Health Nursing
- Journal of Psychiatric and Mental Health Nursing
- Psychosocial Nursing & Mental Health Service.
- Journal of Pakistan Medical Association
- Journal of Pakistan Psychiatric Society

## References:

1. Boyd, M. A. (2002). *Psychiatric nursing: Contemporary practice* (2<sup>nd</sup> ed). Philadelphia: Lippincott.
2. Burgess, A. W. (1998). *Advanced practice of psychiatric nursing*. London: Prentice Hall.
3. Fortinash, K. M., & Holoday-Worret, P. A. (2004). *Psychiatric mental health nursing* (5<sup>th</sup> ed). St. Louis: Mosby.
4. Frisch, N. C., & Frisch, L. E. (2002). *Psychiatric mental health nursing* (2<sup>nd</sup> ed). Albany: Delmar Publishers.
5. Gadit, A., & Khalid, N. (2002). *State of mental health: Service, education & research*. (4<sup>th</sup> ed). Karachi: Hamdard Foundation.
6. Gamble, C., & Brennan, G. (Eds.). (2000). *Working with serious mental illness: A manual for clinical practice*: London: Bailliere Tindall.
7. Keltner, N. L., Schwecke, L. H., & Bostrom, C. E. (2003). *Psychiatric nursing* (4<sup>th</sup> ed). St. Louis: Mosby.
8. Neeb, K. (2001). *Fundamentals of mental health nursing*. Philadelphia: F.A.Davis Company.
9. O' Brien, P. G., Kennedy, W. Z., & Ballard, K. A. (1999). *Psychiatric nursing: An integration of theory and practice*. New York: McGraw Hill.
10. O'Brien, A. J. (2001). The therapeutic relationship: Historical development and contemporary significance. *Journal of Psychiatric and Mental Health Nursing*, 8, 129-137.
11. Shives, L. R. (2002). *Basic concepts of psychiatric mental health nursing* (5<sup>th</sup> ed). Philadelphia: F. A Davis.
12. Stuart, G. W., & Laraia, M. T. (2001). *Psychiatric nursing: Principles and practice of psychiatric nursing* (7<sup>th</sup> ed.). St. Louis: Mosby.
13. Thompson, T., & Mathias, P. (2000). *Lyttle's mental health and disorder* (3<sup>rd</sup> ed). London: Bailliere Tindall.
14. Townsend, M. C. (2003). *Psychiatric mental health nursing: Concepts of care* (4<sup>th</sup> ed). Philadelphia: Lippincott.
15. Varcarolis, E. M. (2002). *Foundation of psychiatric mental health nursing* (4<sup>th</sup> ed). Philadelphia: Saunders.
16. Videbeck, S. L. (2004). *Psychiatric mental health nursing*. Philadelphia: Lippincott.

## 2. Introduction to Biostatistics

3 CH

### Course Description:

This course provides the learners preamble knowledge to basic statistical principles and their application to qualitative and quantitative research studies in health sciences. It is aimed to develop understanding of rules governing use of descriptive and inferential statistics to enhance learners' knowledge and skills to analyze, synthesize, infer and present given data.

## Course Objectives:

By the end of this course the learners will be able to:

1. Define various statistical terms.
2. Explain the various statistical methods used in health sciences.
3. Analyze the use of statistics in some selected research studies.
4. Calculate statistical results for selected measures.

## Teaching/Learning Strategies:

Interactive lectures, problem solving exercises, small group sessions and tutorials.

## Evaluation Criteria:

|                     |     |
|---------------------|-----|
| Home assignments    | 20% |
| quizzes             | 40% |
| Midterm Examination | 20% |
| Final examination   | 20% |

## COURSE SCHEDULE

|  | TOPIC   |  |
|--|---|--|
|  | <b>Unit 1</b> <ul style="list-style-type: none"><li>• Introduction to Biostatistics</li><li>• Identification of variable types and variable scales (nominal, ordinal, continuous).</li></ul>      |  |
|  | <b>Unit 2</b> <ul style="list-style-type: none"><li>• Organizing and displaying data: tables; frequency distributions: bar graphs, histograms, frequency polygon; cumulative frequency.</li></ul> |  |
|  | <b>Unit 3</b> <ul style="list-style-type: none"><li>• Measures of central tendency (mean, median, mode) and measures of dispersion (range, variance, standard deviation).</li></ul>               |  |
|  | <b>Unit 4</b> <ul style="list-style-type: none"><li>• The Normal distribution.</li></ul>  |  |
|  | <b>Unit 5</b> <ul style="list-style-type: none"><li>• The sampling distribution and the Central Limit Theorem.</li></ul>  |  |
|  | <b>Unit 6</b> <ul style="list-style-type: none"><li>• Estimation.</li></ul>   |  |
|  | <b>Unit 7</b> <ul style="list-style-type: none"><li>• Hypothesis testing: null &amp; alternative hypotheses; significance level</li></ul>   |  |
|  | <b>Unit 8</b> <ul style="list-style-type: none"><li>• Type I and Type II errors and Power of the test.</li></ul>  |  |

|  |   |  |
|--|---|--|
|  | <b>Unit 9</b><br>• T-test – one sample                |  |
|  | <b>Unit 10</b><br>• T-test - two independent samples. |  |
|  | <b>Unit 11</b><br>• <b>Paired T- test</b>             |  |
|  | <b>Unit 12</b><br>• Regression.                       |  |
|  | <b>Unit 13</b><br>• Correlation                       |  |
|  | <b>Unit 14</b><br>• Chi square and contingency tables |  |
|  | <b>Unit 15</b><br>• Analysis of variance (ANOVA).     |  |

### References:

1. Gillings, D. B., & Douglas, C. W. (1985). *Biostats: A primer for health care professionals*. CAVCO: Chapel Hill.
2. Kuzma, J. W. (2001). *Basic statistics for the health sciences* (4<sup>th</sup> ed.). California: Mayfield.

### 3. Behavioural Psychology

2 CH

#### Course Description:

This course will help the learner understand human behavior and provide insight into one's personal attitudes, responses to everyday situation and interactions. It will further assist learners to understand the way psychology can address issues concerning various spheres of life.

#### Course Objectives:

On completion of this course, learners will be able to:

1. Discuss key concepts, approaches, methods and interventions of modern day psychology.
2. Demonstrate understanding of theories of personality and behavior.
3. Develop understanding of the concepts of health psychology.
4. Discuss social relationships and group behavior.
5. Orient themselves with the concepts of abnormal psychology.
6. Demonstrate an understanding of applying concepts of behavioral psychology to the practice of nursing profession.

#### Teaching/Learning Strategies:

Interactive lectures, discussions, readings, presentations, quizzes, and field trips.

## **Evaluation Criteria:**

|                        |             |
|------------------------|-------------|
| 1. Scholarly Paper     | 30%         |
| 2. Quiz                | 40%         |
| 3. Group Presentations | <u>30%</u>  |
| <b>Total</b>           | <b>100%</b> |

## **UNIT OBJECTIVES:**

### **Unit I: Introduction:**

This unit orients learners to behavioral psychology and various perspective of psychology.

At the end of this unit learners will be able to:

1. Define Behavioural Psychology.
2. Outline the major perspectives which developed into modern psychology.

### **Unit II: Biology & Behaviour**

This unit outlines the brain/behaviour relationships and how heredity influences behavior. At the end of this unit learners will be able to:

1. Discuss biological influences on behaviour
2. Discuss how heredity and environment interact to produce the development of behaviour.
3. Discuss research methods used in behaviour genetic research.

### **Unit III: Person Perception: How we see ourselves and others**

This unit helps learners to identify and describe influence of social perception on behaviour.

At the end of this unit learners will be able to:

1. Understand basic principles of social perception.
2. Understand the process of self and other perception and sources of errors involved in formulating such perceptions.
3. Discuss perceptual inaccuracy with reference to prejudice.
4. Identify ways to approach self and others positively.

### **Unit IV: Interpersonal Communication**

This unit helps learners develop understanding about the constructive role of self- disclosure and how communication skills can be used effectively in order to do so.

At the end of this unit learners will be able to:

1. Demonstrate the understanding of the ways involved in achieving effective communication.
2. Demonstrate understanding of using effective communication in complex situations.
3. Identify circumstances leading to self-disclosure.
4. Develop understanding of the role of self-closure in psychological health and its use in interpersonal conflicts.

### **Unit V: Gender & Behaviour**

This unit helps learners to establish gender/behaviour relationships and how it influences adjustment.

At the end of this unit learners will be able to:

1. Demonstrate understanding about stereotypes attached to gender differences.
2. Discuss impacts of adhering to traditional gender roles on behaviour.
3. Discuss changing gender roles.

### **Unit VI: Overview of Adult Development**

This unit outlines major milestones of adult personality and impact of emotional intelligence on adult relationship.

At the end of this unit learners will be able to:

1. Discuss Adult developmental transitions in marital and intimate relationship.
2. Discuss age roles and social clocks and its influences on behavior.
3. Discuss issues in marriage, leading to divorce.
4. Discuss adjustment to divorce and its impact on individual and family behavior.
5. Develop understanding about significance of “Emotional Intelligence” in intimate interpersonal and work situations.

### **Unit VII: Health Psychology**

This unit outlines concepts of health psychology and how it contributes to psychological health.

At the end of this unit learners will be able to:

1. Identify determinants of peoples’ health related behavior.
2. Develop understanding about the role of locus of control and attribution styles in serving as protective measures for psychological health.

## Unit VIII: Stress & its Effects

This unit identifies and describes the role of stress in an individual life and how self-modification principles can be used to moderate its effects.

At the end of this unit learners will be able to:

1. Identify major sources of psychological stress.
2. Identify factors influencing stress intolerance.
3. Develop understanding about achieving self-control through self-modification.

## Unit IX: Theories of Personality and Behaviour

This unit outlines major theories of personality & behaviour and then role in the development of personality.

At the end of this unit learners will be able to:

1. Demonstrate understanding of theories of personality and behaviour.
2. Discuss the relevance of these theories to the development of healthy personality.
3. Identify various ways of assessing personality.

## Unit X: Counseling

This unit outlines and describes the process of counseling and how it can be effectively utilized in professional relationships.

At the end of this unit learners will be able to:

1. Demonstrate understanding of the counseling process.
2. Demonstrate understanding of applying counseling techniques in various scenarios.

## OURSE SCHEDULE

| Day/Date | Topics  | Faculty |
|----------|---|---------|
|          | <b>Unit 1</b> <ul style="list-style-type: none"><li>• Introduction to Behavioural Psychology</li><li>• Various perspectives</li><li>• Significance of Behavioral Psychology in various spheres of life.</li></ul> |         |
|          | <b>Unit 2</b> <ul style="list-style-type: none"><li>• Neurobiology and developmental psychology.</li><li>• Genetic and environmental influences on behaviour.</li></ul>   |         |



|  |   |  |
|--|---|--|
|  | <b>Unit 3</b><br>Person perception: How we see ourselves and others.  |  |
|  | <b>Unit 4</b><br>Interpersonal communication <ul style="list-style-type: none"> <li>• Psychological processes in interpersonal communication.</li> <li>• Achieving effective communication in complex situation (crises)</li> </ul> |  |
|  | <b>Unit 5</b><br>Gender and behavior<br>Stereotype traditional gender role  |  |
|  | <b>Unit 6</b><br>Overview of Adult Development  |  |
|  | <b>Unit 7</b><br>Health Psychology  |  |
|  | <b>Unit 8</b><br>Stress and its effects   |  |
|  | <b>Unit 9</b><br>Theories of personality and behavior   |  |
|  | <b>Unit 12</b><br>Counseling.   |  |

### **Behavioural Psychology**

#### **Marking Criteria for Scholarly Papers (30%)**

1. Introduction: Clear concise rationale for choosing the topic, interesting beginning 1500-2000 words.
2. Body: Discussion as per above topics, and relevance to Pakistan.
3. Logical flow and progression of ideas those are easy to follow.
4. Use of personal opinions and evidence of critical thinking
5. Integration of experiences/observations and literature review to support or refute discussions, balance between opinions and facts
6. Conclusion: Clear, concise review of only the major points and the point of view of the writer up to 15 sentences.
7. References: Appropriate to the topic
8. Appropriately used throughout the paper (Helps build on and support the topic).
9. Correct use of standard writing style in body of paper and inclusion of all reference cited in the paper
10. Paper should be written neatly and readable

## Presentation Guideline

30%

1. Describe the present situation of your topic in Pakistan-from your observations, experiences and readings. Where applicable describe the root causes of the problem.
2. Describe the impact on psychological (mental) health of your topic. (Who is impacted and how?)
3. How do people deal/cope with this and how effective are these.
4. Suggest ideas for change, or if something is working how can it be maintained?
5. As a nurse, what is your role in this, and/or the role of the nursing profession?

**Note: Refer appendix A for evaluation tool to be used for presentation.**

### References:

1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1996). *Hilgard's introduction to psychology* (12<sup>th</sup> ed ). Fort Worth, TX: Harcourt Brace & Company.
2. Aronson, Elliot (2006) *Social Psychology*, edition 6<sup>th</sup> Prentice Hall Publication
3. Charles, G (2005). *Understanding Psychology* .Amazon series
4. Gerrig, Zimbardo (2006) *Psychology and Life*, edition 17<sup>th</sup> Academic International
5. Hewstone, M (2005).*Psychology*. Published by Blackwell, UK ISBN.0631206787
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7. Lynda, I. (2004). *Explore the human psyche and understand why we do the things we do*. New York: Worth publishers. Everything series.
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## 4. Epidemiology

2 CH

### Course Description:

This course is designed to provide the knowledge and skills to the learners for using epidemiological concepts in assessing the contributing factors, diagnosing the problems, planning intervention and evaluating the results in the community. In addition the learners will be able to make inferences the impact on population demographics, social and health status in Pakistan. Learners will also be able to correlate Epidemiological research findings to community health nursing practice.

### Course Objectives:

By the end of the course the learners will be able to:

1. Illustrate the general use of Epidemiology
2. Illustrate the use of a model of the natural history of a disease as a base for community intervention
3. Describe the common epidemiological methods
4. Describe the steps of an epidemiological investigation
5. Interpret the relevance of epidemiological research findings to community health nursing practice
6. Discuss the impact of population growth on the socioeconomic and health status in Pakistan.

### Teaching/Learning strategies:

Interactive lecture, discussion, self study, brain storming and paper writing

### Course Expectation:

Pre-reading and preparation for class and participation in class discussion

### Evaluation Criteria:

Assignment

|                      |             |
|----------------------|-------------|
| Group Presentation   | 35%         |
| Mid Term Examination | 25%         |
| Final Examination    | <u>40%</u>  |
| <b>Total</b>         | <b>100%</b> |

### UNIT OBJECTIVES:

#### Unit I: Introduction of Epidemiology

In this unit learners will be introduced to the basic concepts of Epidemiology and learners will be able to the uses and scope of Epidemiology

At the completion of this unit learners will be able to:

1. Introduce of Epidemiology
2. Define Epidemiology
3. Discuss the uses of Epidemiology
4. Explain the scope of Epidemiology

## **Unit: II: Concept of Health & Disease**

In this unit learners will be introduced to the basic concepts of Health, Disease, and Well-being and learners will be able to know the concept of causation in Epidemiology

At the completion of this unit learners will be able to:

1. Discuss the terms of Health, Disease, Well-being.
2. Describe the concept of causation.
3. Understand the Health indicator.

## **Unit III: Natural History of Disease**

In this unit learners will be introduced to the basic concepts of Host, Agent and Environment will also briefly discuss. Moreover, Learners will discuss the Epidemiological approach in community setting.

At the completion of this unit learners will be able to:

1. Define the term:
  - 1.1 Host,
  - 1.2 Agent,
  - 1.3 Environment.
2. Identify the concept of epidemiology and diseases with the help of Epidemiological Trait.
3. Identify Epidemiological approach in community setting.

## **Unit IV: Concept of Prevention**

In this unit learners will be introduced to the basic concept of prevention. Moreover, Learners will discuss how the preventive measures apply in community setting.

At the completion of this unit learners will be able to:

1. Discuss the level of prevention
2. Define Primary level of prevention
3. Discuss Secondary and Tertiary level of prevention

## **Unit V: Basic Measurement of epidemiology**

In this unit learners will be introduced to the basic concept of Mortality, Morbidity. Additionally, learners will discuss how measures apply in community setting and whole population.

At the completion of this unit learners will be able to:

1. Understand the concept Mortality, Morbidity
2. Discuss the Rate, Ratio, Incidence, and Prevalence
3. Identify the Maternal and Infant rates in the specific community

## **Unit VI: Epidemiological transitions in disease patterns**

In this unit learners will be introduced to the basic concept of Population changes. Learners will also discuss the Changes in life expectancy of whole population.

At the completion of this unit learners will be able to:

1. Define Population changes and population pyramid
2. Illustrate Factors affecting population change (dependency ratio, sex ratio)
3. Discuss Changes in life expectancy and changes in age / sex distribution
4. Discuss Changes in major causes of death Changes in age / sex distribution

## **Unit VII: Epidemiological Methods**

In this unit learners will be introduced to the basic concept of epidemiological studies. Moreover, Learners will discuss the application of the studies in community setting and whole population.

At the completion of this unit learners will be able to:

1. Discuss the Descriptive in term of Time, place and Person.
2. Discuss the Analytical and basic Concepts of Cross Sectional
3. Describe the Intervention / Experimental study

## **Unit VIII: Surveillance and Notification of Communicable Diseases**

In this unit learners will discuss about the surveillance and notification of communicable diseases. Learners will also discuss the various modes of disease transmission.

At the completion of this unit learners will be able to:

1. Define the term surveillance.
  1. Discuss the principles of surveillance and notification of communicable diseases.
  2. Describe different methods of surveillance and notification of communicable diseases.
  3. Identify nurses' role in surveillance and control of communicable

- diseases.
4. Discuss health indicators.
  5. Define the term:
    - 5.1 Health indicators.
  6. Discuss health indicators including:
    - 6.1 Crude Birth Rate,
    - 6.2 Crude Death Rate,
    - 6.3 Infant Mortality Rate,
    - 6.4 Morbidity Rate,
    - 6.5 Perinatal Mortality Rate,
    - 6.6 Neonatal Mortality Rate,
    - 6.7 Maternal Mortality Rate,
    - 6.8 Incidence Rate,
    - 6.9 Prevalence Rate,
    - 6.10 Life Expectancy,
    - 6.11 General Fertility Rate.

### **Unit X: Screening**

In this unit learners will discuss about the screening and its importance. Learners will also discuss the various types of screening

At the completion of this unit learners will be able to

1. Define the concept of screening
2. Discuss the importance of screening
3. Explain the Types of screening.

### **Unit XI: Data management and presentation**

In this unit learners will discuss about the data management and presentation.

1. Define the term data
2. Discuss the types of data and various methods of data collection.
3. Discuss the different means and interpretation of data presentation through:
  - Graphs,
  - Tables,
  - Charts.

### **Course Schedule**

| <b>Day/date</b> | <b>Topics</b>  | <b>Faculty</b> |
|-----------------|--|----------------|
|                 | <b>Unit 1: Introduction of Epidemiology</b><br>Use of epidemiology<br>Scope of Epidemiology  |                |
|                 | <b>Unit 2: Concept of Health &amp; Disease</b> <ul style="list-style-type: none"> <li>• Health</li> <li>• Health indicator</li> <li>• Disease</li> </ul> |                |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Concept of causation</li> <li>• Illness</li> <li>• Well being</li> <li>• Determinants of disease in individuals and community</li> </ul>  |  |
|  | <b>Unit 3: Epidemiological Models</b> <ul style="list-style-type: none"> <li>• Natural History of Disease</li> <li>• Web of causation</li> <li>• Triad</li> </ul>  |  |
|  | <b>Unit 4: Concept of Prevention</b> <ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> </ul>  |  |
|  | <b>Unit 5: Basic Measurement</b> <ul style="list-style-type: none"> <li>• Mortality, Morbidity, Rate, Ratio, Incidence, Prevalence</li> <li>• Maternal and Infant rates</li> </ul>   |  |
|  | <b>Unit 6: Epidemiological transitions in disease patterns</b> <ul style="list-style-type: none"> <li>• Health and demographic transition</li> <li>• Population changes (population pyramid)</li> <li>• Factors affecting population change (dependency ratio, sex ratio)</li> <li>• Changes in life expectancy</li> <li>• Changes in major causes of death</li> </ul> |  |
|  | <b>Unit 7: Epidemiological Methods</b> <ul style="list-style-type: none"> <li>• Description – Person, place and Time</li> <li>• Analytical: Basic Concepts of Cross Sectional Prospective &amp; Retrospective</li> <li>• Intervention / Experimental study</li> </ul>  |  |
|  | <b>Unit 8: Surveillance and notification</b> <ul style="list-style-type: none"> <li>• Define the term surveillance.</li> <li>• Discuss the principles of surveillance and notification</li> <li>• Describe different methods.</li> <li>• Identify nurses' role in surveillance</li> <li>• Health indicators</li> </ul>   |  |
|  | <b>Unit 9: Screening</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> </ul>   |  |
|  | <b>Unit X: Data management and presentation</b>  |  |

**Note: Group presentation will be in pairs or trio would be presented by students in every class for 20 minutes with 10 minutes discussion.**

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**Source:** [http://www.cdc.gov/nccdphp/drh/epi\\_gloss2.htm#M](http://www.cdc.gov/nccdphp/drh/epi_gloss2.htm#M)

## **Culture, Health & Society**

**2 CH**

### **Course Description:**

This course introduces learners to human interaction and its impact on individual and group behavior. It also introduces learners to the field of socio-cultural anthropology. It focuses on the exploration of values, beliefs and practices related to health and illness in general and among specific groups of people in Pakistan. The focus is on analysis of the inter



relatedness of culture, society and health care delivery in Pakistan. The course promotes the exploration of trans-cultural nursing concepts, which will be promoted in the clinical setting.

### **Course Objectives:**

By the end of this course learners will be able to:

1. Identify the units of social structure and their function.
2. Describe the structure and patterns of groups.
3. Discuss the role of members of a society.
4. Explain the social development of Pakistan.
5. Explore the relationship between culture, society and health
6. Analyze health-related knowledge, beliefs, attitudes and practices of various socio- cultural groups in Pakistan
7. Appreciate the role of society and culture in recognizing health system utilization
8. Discuss the application of trans-cultural nursing concepts when providing nursing care to clients.
9. Discuss relevant social issues and suggest methods to facilitate change where necessary

### **Teaching/Learning Strategies:**

Lectures, group discussions, self-directed learning activities, small group activity, book presentations, role-play and paper writing.

### **Evaluation Criteria:**

|   |      |
|---|------|
| Group Presentation on Pakistani Culture of a particular province including Health beliefs and practices (Home Remedies) | 30 % |
| Paper on Current Issue  | 30 % |
| Final Exam  | 40 % |

### **UNIT OBJECTIVES:**

#### **Unit I: Introduction to Socio Cultural and Anthropological Concepts**

At the end of this unit learners will be able to:

1. Discuss Sociology as a science, its knowledge and methods.
2. Discuss the importance of socio cultural anthropology and its relation to health
3. Explain the concept of culture
4. Explain the concept of society at micro and macro levels

## **Unit II: Social Institutions and Groups/ Socialization**

At the end of this unit learners will be able to:

1. Delineate the difference among Social Institutions e.g.
  - Family-types function, marriage, caste, family relationship, divorce etc.;
  - Religious – beliefs, superstitious etc;
  - Political system - autocratic, democratic, dictatorship;
  - Legal system: Recreation, Educational system.
2. Describe Group: In-group, Out-group, primary group, and secondary group.
  - Reference group, caste, ethnic group, pressure group, vested interest group etc.

## **Unit III: Culture and Health Behaviour/Socialization**

At the end of this unit learners will be able to:

1. Explain the effects of culture on illness, cultural shock, and maladjustment.
2. Describe Sickness and sick role, Birth and Death.
3. Discuss the Cultural variations in symptoms. How do the sick behave?
4. Review the concept of Compliance in different cultures
5. Describe the Food taboos in different cultures.
6. Define Behavior in-groups: status, deviance, alienation, and socialization.

## **Unit IV: Pakistani Society/Pakistan A Cultural Perspective/ Briefing on Group**

At the end of this unit learners will be able to:

1. Discuss the origin and development of Pakistani Society.
2. Describe the structural changes taking place.
3. Discuss the characteristics of Primary units of social life in Pakistan.
4. Explain the Social norms and mores.
5. Describe the Culture in Pakistan.
6. Review Traits, norms, mores, and folkways of the following regions of Pakistan.
  - Northern areas.
  - N.W.F.P
  - Punjab
  - Sindh
  - Balochistan

## **Unit V: Concepts and Perceptions of Health, Illness, and Disease/Healing System**

At the end of this unit learners will be able to:

1. Describe the concepts of health, illness and disease
2. Discuss perceptions of health and illness in different societies and cultures
3. Discuss health and disease as a product of social behaviour
4. Differentiate between the different healing systems and practitioners
5. Describe basic principles of Eastern and Western medicine
6. Identify issues of integration of traditional healing practices and modern medicine

## **Unit VI: Population and Demography**

At the end of this unit learners will be able to:

1. Describe the Demography - study the population of Pakistan.
2. Discuss the Population pyramid
3. Analyze the phenomena of Urbanization and migration.

## **Unit VII: Trans Cultural Nursing Concepts and Assessment**

At the end of this unit learners will be able to:

1. Describe concept of trans-cultural nursing
  - Explain key concepts related to trans-cultural nursing
  - Identify the components of cultural assessment
2. Integrate concepts of trans-cultural nursing care throughout the life span
3. Identify nursing frameworks and theories applicable to trans- cultural nursing
  - Examine culturally related issues across the life span
  - Explore the role of family and cultural practices related to the developmental stages

## **Unit VIII: Special Issues in the Delivery of Trans Cultural Nursing Care**

At the end of this unit learners will be able to:

1. Assess cultural specific aspects of pain experience
  - Discuss various treatments for pain (home remedies)
2. Explore dietary beliefs and practices of clients from different cultures
  - Identify strategies to facilitate dietary change
3. Demonstrate an understanding of health maintenance and disease prevention models

- Utilize health belief model in client care
  - Identify reasons for non adherence to treatment
  - Explore religious beliefs and practices related to prevention and healing in illness
4. Demonstrate an understanding regarding attitudes of society towards stigmatized diseases
    - Discuss societal knowledge regarding infectious diseases
    - Discuss societal attitudes towards infectious diseases
    - Share ways of enhancing acceptance of individuals with stigmatized diseases
  5. Describe spirituality and its relationship with health and illness
    - Differentiate between healing and cure
    - Identify different methods of spiritual healing

### **Unit IX: Societal Perceptions towards Gender/Domestic Violence**

At the end of this unit learners will be able to:

1. Describe gender as a sociological construct
2. Analyze personal and cultural perceptions towards gender
3. Discuss societal perceptions and status regarding men and women
4. Discuss the role and status of women in Pakistani society
5. Evaluate societal attitudes towards factors enhancing women's status

### **Unit X: Human Rights**

At the end of the unit learners will be able to:

1. Recognize basic human rights
2. Define human rights
3. Appreciate the importance of human rights
4. Conceptualize a rights based approach to health
5. Identify nurses role in client centered health care approach
6. Discuss the concept of poverty
7. Describe poverty and related theories
8. Discuss poverty distribution
9. Identify the impact of poverty in Pakistani society
10. Explore the relationship between poverty and health.

### **Unit XI: Migrating Families and Health**

At the end of the unit learners will be able to:

1. Describe cultural change and process of change
  - Determine factors influencing immigration and emigration (in society)
  - Analyze stages of cultural shock

- Discuss challenges of immigrant populations
- Discuss current world affairs and their influence on human rights and health in particular
- Discuss the local health system frameworks and its efficiency in meeting the needs of the population

**Unit XII: Social Issue after Disasters:**

At the end of the unit learners will be able to:

1. Discuss the general impact of disasters
2. Analysis psychological and social implication of disasters

**COURSE SCHEDULE**

| Day/Date | Topics   | Faculty |
|----------|--|---------|
|          | <b>Unit 1: Introduction to Socio cultural and Anthropological Concepts</b> <ul style="list-style-type: none"> <li>• Socio cultural anthropology</li> <li>• Concept of culture</li> <li>• Society at micro and macro level</li> </ul> |         |
|          | <b>Unit 2: Social Institutions and Groups Socialization</b>  |         |
|          | <b>Unit 3: Culture and Health Behaviour/ Socialization</b>   |         |
|          | <b>Unit 4: Pakistani Society/Pakistan-A cultural perspective</b>   |         |
|          | <b>Unit 5: Concepts and perceptions of Health, illness, and disease; and healing system</b>  |         |
|          | <b>Unit 6: Trans cultural Nursing Concepts and Assessment</b>  |         |
|          | <b>Unit 7: Special issues in the delivery of Trans cultural Nursing Care</b>   |         |
|          | <b>Unit 8: Societal Perceptions towards Gender / Domestic Violence</b>   |         |
|          | <b>Unit 9: Human Rights</b>  |         |
|          | <b>Unit 10: Migrating Families and Health</b>  |         |

**Guidelines for Paper Writing**

1. During the first few weeks of the course identify an unresolved health or social issue that you may become aware of through any source (news papers, discussion, TV program, clinical and community setting etc).
2. The topic must be current (of last one year) and have a significant effect on human health & society as a whole.
3. You must inform your faculty about your topic of interest prior to the due date

4. The paper should be limited to 1250-1500 words
5. Refer the attached guidelines for paper writing

### Paper Writing Criteria

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

Total marks obtained: \_\_\_\_\_ % Obtained: \_\_\_\_\_/30%

|   | Remarks | Marks |
|---|---------|-------|
| Learners develops outline, shares and gets feedback from peer (title, 3 topic sentences and 3 supporting points) and submits to faculty |         |       |
| Introduction  |         |       |
| Interesting beginning leading to thesis statement   |         |       |
| Thesis statement and plan of development mentioned  |         |       |
| Background information  |         |       |
| Socio-cultural significance of paper, place and priority in health care/ social system  |         |       |
| Relation to health and role as a nurse or member of society   |         |       |
| Body  |         |       |
| Description of issue  |         |       |
| Implications of issue discussed with reference to health care/ social system  |         |       |

|  |  |  |
|--|--|--|
| Details supported by relevant, carefully selected resources              |  |  |
| Existing knowledge or practice challenged for accuracy and applicability |  |  |
| Rationale for long term effects on health / society mentioned            |  |  |
| Point of view / stand summarized   |  |  |
| Ideas expressed are original and innovative                              |  |  |
| Conclusion   |  |  |
| Key ideas summarized   |  |  |
| Author's views and recommendations expressed                             |  |  |
| Overall Organization   |  |  |
| All paragraphs support thesis  |  |  |
| Spelling, punctuation and capitalization                                 |  |  |
| Sentence structure   |  |  |
| Proof reading evident  |  |  |

**Note: Refer appendix A for evaluation tool to be used for presentation.**

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**Web Sites for National/Local Literature Search:**

<http://faridi.net/news/links/>

<http://dawn.com>

<http://pakiztan.8m.com/pak.html>

<http://pakvalley.com>

<http://www.dailypakistan.com/>

<http://www.geocities.com/citpakistan/geninfo.html>

<http://www.jang.com.pk/thenews/index.html>

**English VII (Academic Writing)**

**2 CH**

**ANNEXURE-A**



## **Unit Objectives:**

### **Unit I      Academic Writing**

#### **Unit Descriptions:**

This unit would assist the learners to improve upon their academic writing, with special focus on language used in comparison and contrast, and cause and effect.

#### **Unit Objectives:**

By the end of this unit, students will be able to:

1. develop unity within ideas presented
2. support ideas with evidence
3. organize ideas coherently
4. use appropriate sentence structure
5. use specific transitional words / phrase effectively
6. write essays presenting effective arguments

### **Unit II      Incident Reports**

#### **Unit Description:**

The aim of this unit is to enhance the learners language skills to be able to detect problems, determine their causes and resolve the issues while writing incident reports.

#### **Unit Objectives:**

By the end of this unit the students will be able to:

1. Identify the purpose for writing incident report
2. Exploit guidelines for incident reports
3. Write organized incident report
4. Use appropriate language for writing incident reports.

### **Unit III      Proof reading & Editing Skills**

#### **Unit Description:**

The unit will guide students to realize that academic writing is a process that involves drafting and re-drafting to craft your paper into its final form. The students will review and re-work on texts keeping in mind the purpose of writing and the audience it is being written for.

#### **Unit Objectives:**

By the end of this unit, students will be able to:

1. Understand what is involved in editing
2. Edit for structure-organization
3. Edit for style-tone
4. Proof read for spellings, punctuation, grammar

## Unit IV      References & Citations in APA Style

### Unit Description:

The course is designed to enhance the scientific information of the learners. In addition the course will also improve the scholarly and technical information of the learners.

### Unit Objectives:

By the end of this unit, students will be able to:

1. Understand what plagiarism involves
2. Cite sources (quotations and paraphrasing)
3. Compile a reference list
4. Use levels of headings
5. Use APA style in written assignments.

### References:

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## YEAR-IV

### Year 4 Semester-VII

| Serial #     | Course Title                          | Theory | Clinical | Skills/Lab | Total Credit |
|--------------|---------------------------------------|--------|----------|------------|--------------|
| 1            | Critical Care Nursing                 | 2.50   | 4.00     | 0.50       | 7.00         |
| 2            | Nursing Theories                      | 2.00   |          |            | 2.00         |
| 3            | Leadership and Management in Nursing  | 2.00   | 1.00     |            | 3.00         |
| 4            | Nursing Research                      | 3.00   |          |            | 3.00         |
| 5            | English-VII<br>(Professional writing) | 2.00   |          |            | 2.00         |
| <b>Total</b> |                                       |        |          |            | <b>17.00</b> |

#### 1. Critical Care Nursing

7 CH

#### Course Description:

The course builds on previous nursing courses (Health Assessment, Adult Health Nursing I & II). It focuses on concepts of Critical Care and analyzing client's problems so appropriate care could be planned with more advanced

concepts Learners are expected to apply critical care concepts, nursing process and implement evidence based care while integrating pathophysiological, pharmacological, psychosocial, spiritual, and cultural concepts and theories within critical and emergency setting.

### Course Objectives:

On completion of this course the learner will:

1. Analyze critically, the assessment data of the patient incorporating physical, psychological, social, emotional and spiritual aspects of care.
2. Relate normal and altered physiological concepts to patient care in critical care and emergency setting.
3. Apply a variety of concepts and theories to the care of individuals and families, using the nursing process and Gordon's functional Health pattern as the framework.
4. Demonstrate an awareness of legal and ethical standards in caring for patients with various disorders in a variety of acute and intermediate care settings.
5. Discuss the concept & principles of Disaster Management

### Teaching/Learning Strategies:

Clinical supervision, participation in problem based tutorials, post conferences, critical incident analysis/evidence based inquiries, peer coaching and clinical achievement portfolio.

### Evaluation Criteria

|                             |             |
|-----------------------------|-------------|
| Portfolio                   | 10%         |
| Scenario based tutorial     | 20%         |
| Evidence based presentation | 15%         |
| Critical Incident Analysis  | 15%         |
| Midterm                     | 20%         |
| Final                       | 20%         |
| <b>Total</b>                | <b>100%</b> |

Clinical Pass /fail

| Date | Topics  | Faculty |
|------|---|---------|
|      | <p><b>UNIT I: Conceptual foundations in critical care nursing</b></p> <ul style="list-style-type: none"> <li>• Psychosocial implications in the care of critically ill patient and family</li> <li>• Stress and coping</li> <li>• Individual and family response to the critical care experience</li> <li>• Death and Dying theories</li> </ul> |         |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• sleep and sensory balances in critically ill patient</li> <li>• Infection control in critical care</li> <li>• Nutrition in critical care</li> <li>• contemporary issues in critical care area</li> <li>• Complementary therapies</li> </ul>  |  |
|  | <p><b>UNIT II: Tools of critical care</b></p> <ul style="list-style-type: none"> <li>• Methods of hemodynamic monitoring</li> <li>• Intraortic balloon pump monitoring</li> <li>• Code management</li> <li>• Ventilatory care</li> </ul>  |  |
|  | <p><b>UNIT III: Emergency nursing</b></p> <ul style="list-style-type: none"> <li>• Concepts of disaster, triage and trauma management in pre-hospital and hospital setting</li> <li>• Nursing management of medical and surgical emergencies (pre-hospital and/or hospital settings) <ul style="list-style-type: none"> <li>○ Trauma and Hemorrhage</li> <li>○ Life threatening emergencies <ul style="list-style-type: none"> <li>▪ Airway emergencies</li> <li>▪ Cardiopulmonary emergencies</li> <li>▪ Shock</li> </ul> </li> <li>○ Poisoning and drug overdose</li> </ul> </li> </ul> <p>Contemporary issues in emergency nursing</p> |  |

## UNIT OBJECTIVES:

### UNIT 1: Conceptual Foundations In Critical Care Nursing

This unit will assist learners in understanding fundamentals concepts related to critical care nursing. Physiological concepts which affects overall nursing and medical management are highlighted in this unit. Special emphasis is on the psychosocial aspects of care which affect overall individuals, patient and their families' responses towards the critical care experiences.

1. Psychosocial implications in the care of critically ill patient and family
2. Individual and family response to the critical care experience
3. sleep and sensory balances (overload and deprivation) in critically ill patient
4. Stress and coping
5. contemporary issues in critical care area (ethical and legal issues in critical care)
6. Bereavement and Death and Dying
7. Spirituality
8. Hope and quality of life
9. Infection control in critical care
10. Nutrition in critical care

## 11. Complementary therapies

### **UNIT II: Tools of Critical Care Nursing**

In this unit learners will develop an understanding of different tool that are used in critical care setting for patients care monitoring

#### **1. Methods of hemodynamic management**

1. Discuss various methods available to monitor different variables of hemodynamics
2. Intraarterial pressure monitoring
3. CVP care
4. Left arterial pressure monitoring
5. Pulmonary arterial pressure monitoring
6. Cardiac output monitoring

#### **2. Intraaortic balloon pump monitoring (IABP).**

1. Discuss Hemodynamics of IABP
2. Describe the hemodynamic benefits of properly timed balloon pumping
3. List indications, contraindications and complications of IABP
4. Discuss Nursing responsibilities associated with IABP

#### **3. Ventilator Care**

This unit will assist learners in planning and anticipating appropriate nursing care for the patients on invasive and noninvasive ventilation and its complications.

At the end of this unit, learners will be able to:

1. Define Ventilator.
2. Discuss indications of ventilator.
3. Describe negative and positive pressured ventilation.
4. Define different parameters of ventilators i.e.
  - Tidal volume (TV)
  - Minute volume (MV)
  - Fraction of Inspired Oxygen (FiO<sub>2</sub>)
  - I:E ratio
  - Positive End Expiratory Pressures (PEEP)
  - Sensitivity
  - Humidity and Temperature
5. Discuss different types and modes of Ventilators.
6. Discuss trouble shootings in the mechanical ventilation.
7. Discuss in brief complications of mechanical ventilation on various systems of the body.
8. Identify nursing care of patients on mechanical ventilation.

9. Explain methods and care of patients who are weaned off from the ventilator.

### **UNIT III: Emergency/Critical Care**

#### **Disasters and Triage Management:**

This unit highlights the emergency care and anticipatory management in case of natural or man made disasters. Learners will also be able to appreciate the need for multidisciplinary interventions required in planning for and managing a disaster.

At the completion of this unit, learners will be able to:

1. Discuss the concept of triage and priority setting in emergency setting and during disaster management.
2. Describe and anticipate various types of disasters i.e. Natural and Manmade.
3. Identify the chain of communication and need for multidisciplinary interventions during a disaster.
4. Describe the role of an in-charge nurse, triage nurse and other Emergency Room nurses in ensuring a non-panic, well-coordinated management during a disaster (pre-hospital and hospital setting).
5. Discuss the post disaster effect of patient in their quality of life
6. Discuss the role of rehabilitation.

#### **Trauma/Hemorrhage.**

This unit will assist learners in planning and anticipating appropriate nursing care for the patients with hemorrhage and its complications with regard to the estimated blood loss.

At the end of this unit, learners will be able to:

1. Classify the patients with hemorrhage according to the estimated blood loss.
2. Appreciate the signs/symptoms associated with each class of hemorrhage.
3. Describe the nursing interventions appropriate for each class of hemorrhage.
4. Demonstrate understanding of the patho-physiology of hemorrhagic shock.
5. Appreciate the diversity in nursing care of patient in acute shock state.

#### **Life threatening Emergencies:**

This unit will assist learners in understanding various conditions that may lead to life threatening emergencies, including cardiopulmonary, emergencies and shock. The unit also highlights the differences in approaching a potentially fatal emergency victim in the Emergency Room

(ER) and in-patient care settings versus arrest situation out side the health care settings.

At the completion of this unit, learners will be able to:

1. Describe various conditions classified as cardiac arrest.
2. Predict the risk factors that may result in cardiac arrest.
3. Identify the tools for Basic Cardiac Life Support (BCLS) in an ER & in-Patient care setting versus arrest situation outside health care facilities.
4. Explain the etiological and patho-physiological alterations (Hypoxia, Hypo/Hyperkalemia, failure in Ca + transport system, Acidosis, MI etc.) that might lead to a cardiac arrest.
5. Demonstrate a basic understanding of the management of cardiac arrest in an in-patient care setting.
6. Demonstrate an understanding of the commonly used drugs in the management of cardiac arrest.
7. Describe the complications of Cardio Pulmonary Resuscitation CPR.

## **SHOCK**

- Define shock
- Discuss types of shock
- Discuss the medical and nursing management of all types of shock

## **Overall Clinical Objectives Critical Care Nursing**

- Apply nursing process and critical thinking in delivering Holistic nursing care to clients in critical care and emergency setting.
- Incorporate cognitive, interpersonal and technical skills from the humanities, natural and behavioral sciences while providing nursing care to clients.
- Demonstrate awareness of legal and ethical standards when providing nursing care.
- Demonstrate the knowledge of pharmacology used to treat all medical surgical disorders in critical care and emergency setting.
- Demonstrate leadership abilities necessary to foster change in the delivery of care for the patients.
- Provide culturally sensitive and realistic teaching to clients and families in collaboration with other health team members.
- Collaborate with members of the health care team provide nursing care to critically ill patients.
- Document all assessments, nursing care and discharge teaching provided to the clients in appropriate sheet

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## **2. Leadership and Management in Nursing 3 CH**

### **Course Description:**

This course provides the learners basic concepts and principles of leadership and management in a progressive health care system that fosters positive, creative and caring environment. This course gives an understanding of leadership and management rules within the social, legal and economical context of health care system in general and national health care system in particular.

### **Course Objectives:**

On completion of this course, learners will be able to:

1. Discuss the structures and functions of organizations.
2. Assess various management systems within, and related to, the health care system by utilizing various organizational theories.
3. Integrate various theories in relation to leadership, management, problem solving and decision making, motivation, managing change and, conflict management.

4. Describe implementation of an effective human resource management in nursing e.g. performance / annual appraisal, work load management, and other related issues.
5. Identify different mechanisms for managing resources and monitoring effective utilization of resources among health care professionals.
6. Demonstrate effective communication and interpersonal relationship
7. Discuss the application of the assertive behaviour.
8. Describe the Quality Management System and its application to create an environment conducive to the provision of cost effective quality nursing care.
9. Describe the contribution of Information Technology to efficiency and effectiveness of nursing.

### Teaching/Learning strategies:

Lectures, discussions, small group work, self assessment activities and various experiential exercises, videos and group presentations, case studies/situation analysis.

### Evaluation Criteria:

|                               |             |
|-------------------------------|-------------|
| Assignment on leadership role | 30%         |
| Group Presentation            | 30%         |
| Reflective diary              | 10 %        |
| Final Examination             | <u>30%</u>  |
| Clinical                      | Pass/fail   |
| <b>Total</b>                  | <b>100%</b> |
| Clinical                      | Pass/Fail   |

## Course Schedule

| Date / Day | Topic  | Faculty |
|------------|--|---------|
|            | <b>Unit I</b><br>Organizational theories, structure, culture             |         |
|            | <b>UNIT II</b><br>Management functions                                   |         |
|            | <b>Unit III</b><br>Leadership theories and styles                        |         |
|            | <b>Unit IV</b><br>Power & Politics in Nursing                            |         |
|            | <b>Unit V</b><br>Change Management                                       |         |
|            | <b>Unit VI</b><br>Problem solving, decision making and critical thinking |         |

|  |  |  |
|--|--|--|
|  | <b>Unit VII</b><br>Communication in Management   |  |
|  | <b>Unit VIII</b><br>Conflict management.   |  |
|  | <b>Unit IX</b><br><i>Resource Management</i> <ul style="list-style-type: none"> <li>• Financial Management</li> <li>• Human Resource Management</li> </ul> |  |
|  | <b>Unit X</b><br>Nursing Work Load Management<br>Nursing Care Models<br>Staffing &Scheduling   |  |
|  | <b>Unit XI</b><br>Motivational Theories Performance Appraisal and<br>Managing Difficult Employees  |  |
|  | <b>Unit XII</b><br>Quality Management System<br>Risk Management  |  |
|  | <b>Unit XIII</b><br>Accreditation for institutions ISO-9000-2000, JCIA   |  |
|  | <b>Unit IVX</b><br>Hospital Information System<br>Nursing Informatics  |  |

## UNIT OBJECTIVES:

### Unit I: Management /Organizational Theories, Structure and Culture

In this unit the learners will explore the history of management theories and its implication in Health Care Organizations, different organizational structures and it implication.

At the end of this unit the learners will be able to:

1. Discuss various theories of management.
2. Discuss different terminologies related to management
3. Identify different types of health care organizations.
4. Identify various types of organizational structures
5. Differentiate between formal and informal structure within the organization.
6. Define staff and line relationship
7. Describe the importance of organizational structure
8. Describe different levels of management.
9. Describe redesigning and restructuring in the organization

## **Unit II: Management Functions and Their Application to Nursing Strategic Planning.**

In this unit learners will have opportunities to discuss the managerial functions associated with administration and how these are applied to management of nursing in various settings.

At the end of this unit the learners will be able to:

1. Discuss various strategies managers use to coordinate material and human resources and for the accomplishment of organizational goals.
2. Analyze the functions of a nurse manager in relation to:
  - planning
  - controlling
  - organizing
  - directing
  - evaluating
3. Discuss the attributes of an effective manager.
4. Discuss some selected management processes commonly used by nurses in their managerial role.
5. Discuss how a nurse manager monitors the functioning of his/her area of administration.
6. Understand the concepts of strategic planning.

## **Unit III Leadership Theories and Styles**

Learners will be able to understand different Leadership theories and styles which managers use in different situations.

At the end of this unit the learners will be able to:

1. Understand different Leadership theories.
2. Discuss the styles of Leadership.
3. Describe the different types of power used by a leader.
4. Differentiate between the roles of manager & leader.
5. Discuss ways to become a effective leader

## **Unit IV: POWER AND POLITICS NURSING**

In this unit learners will get an opportunity to understand that how power and political actions influence the environment in which we live.

At the end of this unit the learners will be able to:

1. Define politics, power, and policy.
2. Discuss the different sources of power.
3. Describe reasons why nurses should know the political strategies.
4. Describe ways how power can be used constructively for professional purposes.

## **Unit V: Change Management**

In this unit, learners will be able to learn about the concepts of change, resistance to change and strategies to deal with resistance and its application to management situation.

At the end of this unit the learners will be able to:

1. Define change.
2. Discuss categories and types of change.
3. Understand different change theories.
4. Integrate any of the change theories in given situation Lewin's theory and steps of change in a ward situation.
5. Learn about the techniques for dealing with resistance.
6. Learn about the skills that a change agent should possess.

## **Unit VI: Problem Solving and Decision Making**

In this unit, learners will study the process of decision making and its importance. They will be introduced to the different types of decision making, models of decision making including the ethical decision making model.

At the end of this unit the learners will be able to:

1. Define the terms decision making and problem solving.
2. Discuss the importance of critical thinking in decision making
3. State the importance of decision making and problem solving
4. Identify the types of decision making
5. Describe the models used for decision making
6. Describe the application of the models to a given situation
7. Describe the problem solving process and its application to clinical and administrative situations.

## **Unit VII: Communication in Management**

In this unit, the process and principles of effective communication will be reviewed. The concept of organizational communication will be introduced including the formal and informal channels of communication. Learners will appreciate the importance of assertiveness and apply it when negotiating and collaborating with different population at different levels to accomplish professional goals. They will also learn the process of conflict resolution.

At the end of this unit the learners will be able to:

1. Review the basic principles of communication.
2. Describe the importance of formal and informal channels of communication in organizations.
3. Discuss concepts of organizational and interpersonal communication.

4. Describe the different direction of communication
5. Describe the mode of communication.
6. Describe the factors influencing communication.
7. Discuss the role of communication in leadership.

### **Unit VIII: Negotiation and Collaboration:**

Learners will be able to learn about how to apply communication skills while talking to different population and to negotiate with them at different levels for the accomplishment of professional organizational goals.

At the end of this unit the learners will be able to:

1. Discuss negotiation skills.
2. Apply negotiation and collaborations skills while dealing with different population.
3. Describe collective bargaining.

### **Conflict Resolution & Management**

1. Define conflict.
2. Discuss the positive and negative aspects of conflict.
3. Explain causes of conflict.
4. Explain different types of conflict.
5. Describe different techniques of conflict resolution.

### **UNIT IX: Resource Management Financial Management**

In this unit the learners will be provided with an understanding of budgeting concepts, terminology, utilization and monitoring of human and other resources determining the efficiency and the effectiveness of a nursing department in operation.

At the end of this unit the learners will be able to:

1. Describe the purpose of budgets.
2. Differentiate and manage different types of budget.
3. Discuss the importance of budget for nurses.
4. Apply specific terminology of budget.
5. Discuss goals setting to establish budget.
6. Discuss the elements of preparing, controlling and monitoring budget.
7. Determine the efficiency of selected budget.
8. Describe the applications of budgeting in their specific institution

### **UNIT X: Human Resource Management**

- a. Staffing and scheduling
- b. Staff development

In this unit the learners will be introduced to the basic concept of Human Resource Management which will include recruitment, hiring process,

staffing and scheduling and different strategies to manage staff and their retention and development.

At the end of this unit the learners will be able to:

1. Define Human Resource management,
2. Discuss the different strategies for staff management.
3. Describe the recruitment process.
4. Discuss staffing and scheduling
5. Discuss the importance of staff retention and staff development.
6. Discuss the importance of delegation.

## **Unit XI: Work Load Management**

### a. Models for Nursing Care Delivery System

“Success or failure in business depends on whether people work together effectively in teams.”

In this unit learners will be able to gain knowledge regarding efficiency, productivity and effectiveness in nursing care and will be able to discuss different nursing care models and will be able to compare these models with the patient care areas of the Hospital.

At the end of this unit the learners will be able to:

1. Define Work load management.
2. Discuss different patient care processes, input, though put and output.
3. Define efficiency. , productivity and effectiveness.
4. Discuss the different types of Nursing Care Models.
5. Differentiate the advantages and disadvantages of each model.
6. Discuss application of these models in patient care areas of the hospital.

## **Unit XII: A. MOTIVATIONAL THEORIES B. PERFORMANCE APPRAISAL, C. MANAGING HALLENGING PERSONNEL**

In this unit Learners will develop an understanding of motivational theories and will be able to describe the evaluation process as it is relate to self and others. They will also gain knowledge regarding the process of counseling, while dealing with different challenging / difficult personnel.

At the end of this unit the learners will be able to:

1. Discuss different motivational theories.
2. Define the term Performance Appraisal.
3. Discuss the different evaluation philosophies.
4. State the purpose of performance appraisal.
5. Describe the process of performance appraisal.
6. Describe the components, methods and types of evaluation.

7. Discuss the potential problems and strategies to reduce them.
8. Discuss counseling and the types.
9. Describe the process of counseling and its importance to performance appraisal and managing with challenging / difficult personnel.

### **Unit -XIII: Quality Management System**

In this unit, learners will be introduced to the concept of Quality Management System (QMS), Accreditation of institutions and Risk Management. Learners will also discuss its implementation in hospital setting. The role of the nurse manager will be explored in respect to QMS.

At the end of this unit the learners will be able to:

1. Discuss the historical elements fostering implementation of quality management system.
2. Discuss the relationship between Total Quality Improvement (TQI), Total Quality Management (TQM), and Quality Management System (QMS).
3. Describe the characteristics and process of quality management system.
4. Define performance improvement standards.
5. Identify the role of the nurse manager in the quality management process.
6. Discuss Nursing role in risk management.
7. Delineate the type of risk involve in health care setting.
8. Discuss key behaviors for handling customers' complaints.
9. Analyze the Plan Do Check & Action (PDCA) cycle

### **Unit-XIV: Accreditation for Institutions**

Learners will be given an introduction to accreditation its types and process with the specific focus on the ISO 9000 –2000 and Joint Commission International Accreditation (JCIA).

At the end of this unit the learners will be able to:

1. Describe the historical back ground of the accreditation of institution.
2. Define Accreditation.
3. Discuss the importance of accreditation in growth of the institutions.
4. Differentiate between ISO 9000 and JCIA.
5. Discuss its implementation of these standards hospitals/organization.

### **Unit XV: Hospital Management System (HMS)**

In this unit, learners will be introduced to the concept of Hospital Management System (HMS), and be familiar with the different systems of Information Technology that are used with in the health care environment.



At the end of this unit the learners will be able to:

1. Define Management Information System (MIS)
2. Discuss different Information system used in hospital setting.
3. Describe different obstacles with Nursing Information System (NIS).
4. Describe the role of a nurse manager in application of this technology.
5. Discuss ethical consideration in NIS.
6. Discuss Nursing Informatics and its implication in nursing profession.
7. Describe the contribution of Information technology to efficiency and effectiveness of nursing.

### **Assignment (based on leadership role)**

**30%**

#### **Guidelines**

1. Describe one situation/incident that you have observed during your management rotation how it was resolved.
2. Identify and describe what management process can be applied there. E.g. problem solving, conflict management, communication, Decision making. Give your rationale(s).
3. Undertake a literature search related to the chosen management process or principle and discuss in the light of cause & effects Perspective.
4. Explain if you were in that situation how you would have handled the situation. (Use problem solving steps).

### **GROUP PRESENTATION**

**30%**

#### **Guidelines**

Each group will prepare a 30 minutes presentation on selected topic from the list given below.

The presentation will be evaluated based on the following guidelines and attached checklist

- Organization of Presentation
- Content (Introduction, body, conclusion)
- Teaching learning strategies
- Presentation Style

#### **Topic for presentation**

1. Attrition & retention
2. Mentor-ship
3. Employee orientation
4. Counseling
5. Staffing & scheduling
6. Staff development

- 7 Incident reporting
- 8 Customer's Satisfaction
- 9 Job satisfaction
- 10 Safety & Risk management
- 11 Transformational & Transactional leadership
- 12 Empowerment in Nursing
13. Quality assurance
14. Clinical Pathway.
15. Job Stress and Job performance
16. Collected Bargaining
17. Commission of new unit.

### **Specific Clinical Objectives for Leadership and Management**

**A: Utilize effective communication skills to interact with nurses, preceptors, members of the health care team and instructors.**

- a) Give unit report to the head nurse.
- b) Hand over report to the on-coming shift.
- c) Interact with the patients, family and visitors.
- d) Take and deliver telephone messages.
- e) Go on rounds with the doctors and give information on patients' condition.

**B: Utilize problem solving skills for effective decision making in management.**

- a) Spend a day at the nursing counter and try to deal with issues related to diet, Pharmacy, medical treatment, nursing care and visitors' issues and concerns.
- b) Transcribe Doctor's orders.

**C: Under supervision, assign patient care.**

- a) Work at staffing assignment for the on-coming shift.
- b) Organize meal breaks for staff.
- c) Observe the head nurse requesting extra staff as necessary from the manager/supervisor.

**D: Under supervision evaluate and supervise patient care.**

- a) Do patient rounds with the Head nurse or In-charge nurse, and conduct one unit round independently.
- b) Observe the care being given to the patients.
- c) Give care to assigned patients.
- d) Evaluate the care being given to the patients.
- e) Intervene as necessary to maintain quality patient care, e.g., modify assignment accordingly and observe staff counseling session if possible.
- f) Discuss the concept of quality assurance with the preceptor.
- g) Observe/assist in performance appraisal if possible.

## **E: Other Functions:**

- a) Demonstrating an understanding of the importance of medication related policies.
- b) Take over of crash cart and narcotic cupboard.
- c) Observe and discuss risk management as it is applied in the units especially for fire, electric shocks, accidents, falls, infection etc.
- d) Learn about different ward records that are maintained in the units.
- e) Observe the role of the In-charge nurse in relation to ward management and learners teaching.
- f) Observe and discuss about the qualities/characteristics of a leader with faculty or in post Conferences.
- g) Fill out requisition forms for ward equipment and supplies for the unit and understand the System of procuring equipment (CSSD) and supplies for the unit.
- h) Discuss incident reporting and try to fill one incident form.
- i) Discuss with your preceptor budgeting and the measures to control expenses

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#### **Websites:**

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2. [www.Nursingworld.org](http://www.Nursingworld.org)
3. [www.apastyle.org](http://www.apastyle.org);
4. [www.mosby.com/MERLIN/Marriner/guide](http://www.mosby.com/MERLIN/Marriner/guide)
5. [www.ingentaselect.com](http://www.ingentaselect.com)

### **3. Nursing Research**

**3 CH**

#### **Course Description:**

This course focuses on developing understanding of scientific approach and methods of the research process and critical appraisal of existing nursing and related health literature. The contents will enable nurses to utilize research findings to promote relationship of research to practice, education and administration.

#### **Course Objectives:**

On completion of Course, learners will be able to:

1. Recognize the research process as a systematic approach to thought and the generation of nursing knowledge.

2. Understand the process of Evidence based health care.
3. Identify the role of nursing research in the development of a body of nursing knowledge that promotes nursing as a profession.
4. Explain the ethical consideration used in nursing research for the safety of human subject and the conduct of research.
5. Analyze/ critique research studies in nursing and other health sciences to evaluate the use of research process, methodologies, validity, reliability, application & research findings to the practice, and its significant to development of nursing.
6. Prepare a condensed research proposal (either quantitative or qualitative)

### Teaching/Learning Strategies:

Preparatory reading assignments, lecture, discussion, guest speakers, panel discussion and small group assignments & critique.

### Assessment Criteria:

|                       |   |     |
|-----------------------|---|-----|
| Class room Quizzes    | = | 40% |
| Quantitative Critique | = | 20% |
| Qualitative critique  | = | 20% |
| Final Exam            | = | 20% |

## COURSE SCHEDULE

| Day/Date | Topic  | Faculty |
|----------|--|---------|
|          | <b>Unit 1</b><br>Introduction: Overview, Definition, ways of knowing: <ul style="list-style-type: none"> <li>• Source of human knowledge</li> <li>• Purpose of scientific research</li> <li>• Limitation of scientific method</li> <li>• Research Terminology</li> </ul> |         |
|          | <b>Unit 2</b><br>Ethics in Research<br>Ethical issues in nursing research  |         |
|          | <b>Unit 3</b><br>Selecting and identifying the research problem/<br>purposes<br>Formulating Hypothesis<br>Literature Review<br>The conceptual frame work in research studies.  |         |
|          | <b>Unit 4</b><br>Quantitative Research Design <ul style="list-style-type: none"> <li>• Experimental and quasi experimental research</li> <li>• Non experimental research</li> </ul>  |         |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Epidemiological Design.</li> <li>• Action research/Multi-disciplinary research</li> </ul>  |  |
|   | <p><b>Unit 5</b><br/>Methodology:<br/>Populations and Samples.<br/>Measurement &amp; Data Collection.</p> <ul style="list-style-type: none"> <li>• Interview and Questionnaire</li> <li>• Observational Method</li> <li>• Biophysical Data and other Collection Method</li> <li>• Criteria for assessing and selecting measuring tool.</li> <li>• Reliability and validity of the tools and studies</li> </ul> <p>Quantitative Analysis</p> |  |
|   | <p><b>Unit 6</b><br/>Qualitative Designs: Introduction to:</p> <ul style="list-style-type: none"> <li>• Phenomenological.</li> <li>• Case study</li> <li>• Grounded Theory/Ethnographic</li> </ul> <p>Historical Research/Qualitative Research,<br/>Methodologies &amp; Triangulation</p>   |  |
|   | <p><b>Unit 7</b><br/>Critiquing Quantitative Research<br/>Critiquing Qualitative Research</p>   |  |
|   | <p><b>Unit 8</b><br/>Utilizing Nursing Research/Evidence Based Practice.</p>  |  |
|   | <p><b>Unit 9</b><br/>Proposal writing</p>   |  |
| <p><b>STUDY DESIGN:</b></p> <ol style="list-style-type: none"> <li>1. The study design is appropriate to the problem</li> </ol>   |   |  |
| <p><b>STUDY PARTICIPANTS</b></p> <ol style="list-style-type: none"> <li>1. The target population is clearly described.</li> <li>2. The sample size and major characteristics are appropriate (the sample is representative).</li> <li>3. The method for choosing the sample is stated clearly</li> </ol>                    |   |  |
| <p><b>INSTRUMENTS</b></p> <ol style="list-style-type: none"> <li>1. Each instrument is described as to purpose, content, strengths, and weaknesses.</li> <li>2. Rationale for choosing instruments are discussed.</li> <li>3. Instrument validity is discussed.</li> <li>4. Instrument reliability is discussed.</li> </ol> |   |  |
| <p><b><u>PROCEDURES</u></b></p> <ol style="list-style-type: none"> <li>1. The data collection procedure is appropriate for the study.</li> <li>2. Steps in the data collection procedure are described clearly and concisely.</li> </ol>  |   |  |

3. Protection of human rights is assured.
4. The study is replicable from the information provided.
5. Appropriate limitations of the study and significant assumptions are stated.

#### DATA ANALYSIS

1. The choice of statistical procedures is appropriate.
2. Statistical procedures are correctly applied to the data.
3. Tables, charts, and graphs are clear & relevant to the findings

#### DISCUSSION AND RECOMMENDATIONS

1. Generalize ability is warranted
2. Interpretations are based on the data.
3. Conclusions are based on the data.
4. Conclusions are clearly stated.
5. Recommendations are feasible and relevant.

## NURSING RESEARCH

### Guidelines for Critiquing a Research Report: Qualitative 20%

#### **Statement of Phenomenon of Interest**

- Is the phenomenon of interest clearly identified?
- Has the researcher identified why the phenomenon requires a qualitative format?
- Are the philosophical underpinnings of the research described?

#### **Review of the literature**

1. The review is to the study.
2. Documentation of sources is current, clear and complete.
3. The relationship of the problem to previous research is clear.
4. There is a range of opinions and varying points of view about the problem.
5. The review concludes with a brief summary of the literature and its implications for the problem.

#### **Purpose**

- Is the purpose of conducting the research made explicit?
- Does the researcher describe the projected significance of the work to nursing?

#### **Study Design**

- Is the design appropriate and compatible with the purpose of the research?

### **Sampling report**

- ❑ Does the researcher describe the selection of participants? Is purposive sampling used?
- ❑ Are the informants who were chosen appropriate to inform the research?

### **Data Collection**

- ❑ Is data collection focused on human experience?
- ❑ Does the researcher describe data collection strategies? [ i.e. interview, observation, field notes]
- ❑ Is protection of human subjects addressed?
- ❑ Is saturation of the data described?
- ❑ Are the procedures for collecting data made explicit?

### **Data Analysis**

- ❑ Does the researcher describe the strategies used to analyze the data?
- ❑ Does the reader understand the procedures used to analyze the data?
- ❑ Does the researcher address the credibility, audibility, and fittingness of the data
- ❑ Credibility
- ❑ Do the participants recognize the experience as their own?
- ❑ Audibility
- ❑ Can the reader follow the thinking of the researcher?
- ❑ Does the researcher document the researcher process?
- ❑ Fittingness:
- ❑ Can the findings be applicable outside the study situation?
- ❑ Are the results meaningful to individual not involved in the research?

### **Data Analysis (Cont....)**

- ❑ Is the strategy used for analysis compatible with the purpose of the study?
- ❑ Findings
- ❑ Are the findings presented within a context
- ❑ Is the reader able to understand the essence of the experience as reported in the findings?
- ❑ Are the researcher's interpretations true to the data?
- ❑ Does the researcher place the report in the context of what is already known about the phenomenon?
- ❑ Conclusion, implications, and recommendations
- ❑ Do the conclusions, implications, and recommendations give the reader a context in which to use the findings?
- ❑ Do the conclusions reflect the findings of the study?
- ❑ Are recommendations for future study offered?
- ❑ Is the significance of the study to nursing made explicit?



Note: *Use Standard Writing Style for critiquing a research report.*

## **References:**

1. Burns, N., & Grove, S. S. (2006). *Understanding nursing research*. Philadelphia: W. B. Saunders.

## **6. English VII**

**2 CH**

### **Annexure -A**

#### **Unit Objectives:**

#### **Unit I Memo Writing**

#### **Unit Description:**

This unit is to help students write official memos. It focuses on the practice of writing different type of memos using appropriate language, tone and style

#### **Unit Objectives**

By the end of this unit, students will be able to:

1. **Use appropriate layout**
2. **Write clear and concise memos.**

#### **Unit II: Formal Meetings & Minutes**

#### **Unit Description:**

This unit aims to prepare students to develop an appropriate agenda and record the proceedings of formal meetings using the provided guidelines. It also focuses on the learners' being able to understand and analyze the roles performed by the chair and the members present in the meeting.

#### **Unit Objectives:**

By the end of this unit, students will be able to:

1. Plan an agenda
2. Conduct meetings
3. Take minutes using language appropriate / formal language
4. Observe / comment on the proceedings of a formal meeting.

## **Unit III: CV and Job Application**

### **Unit Description:**

This unit aims to provide guidelines to develop comprehensive curriculum vitae and job applications keeping in view the contemporary norms and requirements

### **Unit Objectives:**

By the end of the unit students will be able to:

1. Develop curriculum vitae in accordance to employer's needs
2. Write job applications.

## **Unit IV Interviewing Skills**

### **Unit Description:**

This unit is to provide guidelines on how to give and take interviews focusing on professional etiquettes, styles for taking and conducting interviews. In addition the unit also provides information on roles of interviewers and interviewees.

### **Unit Objectives:**

By the end of this unit students will be able to

1. Understand and discuss the roles of interviewers and interviewees
2. Study and practice interviewing skill
3. Learn how to cope with difficult interview questions

### **References:**

1. American Psychological Association. (2001). *Publication manual for the American Psychological Association* (5th ed.). Washington DC: Author.
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10. Pike, B., & Busse, C. (2002). *101 games for trainers: A collection of the best activities from creative techniques newsletter*. New Delhi: Ane Books.
11. Rosen, L. J. (1998). *Decisions: A writer's handbook*. London: Allyn & Bacon.
12. Sharma, R. C., & Mohan, K. (2003). *Business correspondence and report writing: A practical approach to business and technical communication* (3<sup>rd</sup> ed.). New Delhi: Tata McGraw-Hill Publishing Company.
13. Taylor, S. (2004). *Model business letters, e-mails & other business documents* (6<sup>th</sup> ed.). New Delhi: Pearson Education.
14. Theibert, P. R. ((2003). *Business writing for busy people*. New Delhi: Penguin.

## YEAR-4

### Year 4 Semester VIII

| Serial #     | Course Title  | Theory | Clinical | Tutorial | Total Credit |
|--------------|---|--------|----------|----------|--------------|
| 1            | Community Health Nursing-III                          | 2.00   | 3.00     |          | 5.00         |
| 2            | Nursing Seminar                                       | 2.00   |          |          | 2.00         |
| 3            | Senior Electives; Nursing Clinical in specialty areas |        | 4.00     | 1.00     | 5.00         |
| <b>Total</b> |   |        |          |          | <b>12.00</b> |

#### 1. COMMUNITY HEALTH NURSING-III 5 CH

##### Course Description:

This course enhances the knowledge and skills required for advanced nursing practice in community settings. It will help the learner to develop his/her ability to work with communities by utilizing nursing process and epidemiological concepts.

##### Course Objectives:

By the end of this course the learners will be able to:

1. Demonstrate the role of the community health nurse as a practitioner, researcher, educator and manager while participating in the health care of the community.

2. Participate in planning, implementing, and evaluating the Health / Developmental project with the community.
3. Utilize the concepts of Primary Health Care, Health Promotion, Epidemiology and Planning cycle in health/ development project in community setting.

**Teaching/Learning Strategies:**

Interactive lectures, small group discussions, group projects and presentations, case studies, simulation exercises and role play.

**Assessment Criteria:**

- |                           |           |
|---------------------------|-----------|
| 1. Midterm exam           | 30%       |
| 2. Field project ( Group) |           |
| Paper                     | 30%       |
| Presentation              | 10%       |
| 3. Final exam             | 30%       |
| 4. Clinical Performance   | Pass/Fail |

**Course Schedule**

|  |
|--|
| Topics   |
| <p><b>Unit 1: Review Health transition and global health</b></p> <ul style="list-style-type: none"> <li>• Demography</li> <li>• Health statistics</li> <li>• Burden of disease</li> <li>• Natural history of disease transmission</li> </ul>   |
| <p><b>Unit 2: Diversity in CHN role</b></p> <ul style="list-style-type: none"> <li>• Health Promotion</li> <li>• Early Childhood care and development</li> <li>• Child to child</li> <li>• School health</li> <li>• Environmental health</li> <li>• Occupational health</li> <li>• Disaster management</li> <li>• National, International role of CHN</li> </ul> |

**Unit 3 Community as partner**

- Review, Introduction and Need Assessment
- Community as Partner: Assessment & System Framework
- Community as Partner: MIS & Surveillance
- Community as Partner: Approaches
- Community as Partner: Community participation
- Community as Partner: Priority setting- QALYs, DALYs
- Community as Partner: Planning & Implementation
- Community as Partner: Monitoring & Evaluation

**Presentation of project****UNIT 1: REVIEW HEALTH TRANSITION AND GLOBAL HEALTH**

In this unit learners will be introduced to the concepts of the demography and health transition. They will integrate the concepts of the double burden of diseases and the challenges faced by the Community Health Nurse. Further the learners will be given the opportunity to look at the factors affecting health status of Pakistan by integrating the epidemiological concepts, to be able to prevent and control the diseases or health phenomena and monitor the factors by using health surveillance.

**OBJECTIVES:**

**By the end of the unit the learners will be able**

1. Discuss the International health problems including demographic, health, and epidemiological transitions.
2. Discuss the difference between developed and developing countries population pyramid and double burden of diseases.
3. Discuss the important health statistics of Pakistan.
4. Compare the different phases of natural history of disease transmission.
5. Integrate epidemiological designs in to community health nursing practice.
6. Discuss the measures of diseases frequency and disease occurrence.

**UNIT 2: DIVERSITY IN CHN ROLE**

In this unit the diverse role of a community health nurse will be discussed in various health care setting. In addition they will also be given the opportunity to see the role of CHN in Pakistan and other countries.

**OBJECTIVES:**

**By the end of the unit the learners will be able to**

1. Review the concepts of Primary Health Care (PHC).
2. Described the concept of health promotion and its significance.

3. Learn the concepts of Early Childhood Care and Development (ECCD).
4. Discuss the child to child health care approach for health promotion.
5. Discuss the role of nurse in school health
6. Describe the common global & national environment health issue.
7. Identify the role of nurses to deal with environment health problems.
8. Discuss the occupational health and role of occupational health towards health promotion.
7. Discuss the management of disaster in community settings.
8. Explore the role of Community Health Nurse at national and international level.

### **UNIT 3: COMMUNITY AS A PARTNER:**

In this unit learners will be provided with theory and skill, to assess and diagnose community problems and develop a workable plan on one of the problem identified. The emphasis will be given to the community as a partner in their health and developmental needs with the focus on participation and empowerment. The health needs of community, families, and individuals will be addressed by using Gordon's FHP, epidemiological methods, and nursing process. Global health transition and health problems of developed and developing countries will also be discussed.

#### **OBJECTIVES:**

**By the end of the unit the learners will be able to**

1. Define the vision, mission, and planning cycle.
2. Describe the concepts of community assessment.
3. Discuss the components of System framework
4. Learn the concepts of Management Information System (MIS).
5. Discuss the different approaches of community as a partner.
  - Population approach
  - Risk approach
6. Discuss the techniques of promoting community mobilization and participation
7. Perform the priority setting exercise.
8. Discuss the concepts of QALYS and DALYS
9. Develop a plan to collaborate with individuals, families, groups and communities to implement course of action.
10. Discuss the implementation process by capturing the concept of Community participation, and sustainability.
11. Develop the evaluation process and its types.

#### **References:**

1. Ansari. I. M., (2003). *Community Medicine and Public Health*. (6<sup>th</sup> ed.). Karachi Urdu Bazaar.

2. Anderson, E. T., & McFarlane, J. (2000). *Community as partner: Theory and practice in nursing*. (3<sup>rd</sup> ed.). Philadelphia: Lippincott.
3. Allender, J. A., & Spradley, B. W. (2001). *Community Health Nursing: Concept & Practice*. (5<sup>th</sup> ed.). Lippincott.
4. Clark, M. J. (1998). Other Models for community health Nursing. (93<sup>rd</sup> ed.). *Nursing in the Community: Dimensions of Community Health Nursing*. pp. 97-101.
5. Carey, P. & Sutton, S. (2004). Community development through participatory arts: Lessons learned from a community arts and regeneration project in South Liverpool. *Community Development Journal*, 39, 123-134.
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11. Peterman, W. (2004). Advocacy vs collaboration: Comparing inclusionary community planning models. *Community Development Journal*, 39, 266-276.
12. Pople, K., & Redmond, M. (2000). Community development and the voluntary sector in the new millennium: The implications of the third way in the UK. *Community Development Journal*, 35, 391-400.
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15. Stanhope, M. & Lancaster, J. (2004). *Community and Public Health Nursing*. (6<sup>th</sup> ed.). New York: Mosby.
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17. Smith. K. R. (2000). Environmental health for rich or for all. *Bulletin of World Health Organization*, 78, 1156-1161.
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19. Watt, S., Higgins, C., & Kendrick, A. (2000). Community participation in the development of services: A move towards community empowerment. *Community Development Journal*, 35, 120-132.
20. Woodward, V., (2000). Community engagement with the state: A case study of the Plymouth Hoe Citizen's Jury. *Community Development Journal*, 35, 233-244.

### **CLINICAL EVALUATION CRITERIA**

Learners are expected to:

1. 100% attendance is required
2. Active participation in field work activities and pre / post conferences.
3. Develop effective and respectful working relationships with PHC /BHU team members CHNs, LHVs, CHWs, CHVs, activists).
4. Be sensitive to the needs of the community including their right to participate in their own care and to make decisions regarding their care.
5. Demonstrate inquisitiveness and creativity in their clinical practice.
6. Describe and analyze the role and contributions of the CHN in health care delivery of Pakistan.
7. Satisfactorily complete all clinical objectives.

### **CLINICAL OBJECTIVES FOR FIELD EXPERIENCE**

By the end of this field experience the learners will have:

1. Analyze and demonstrated the role of a CHN in the Community.
2. Apply the concepts of community participation and empowerment when addressing the specific health / developmental needs of the community.
3. Complete community assessment and diagnosis including the identification of high risk groups, utilizing Gordon's Functional Health patterns and the principles of community participation.
4. Collect, interpret, and apply health statistics.
5. Develop and implement action plan relevant to the community's need.
7. Evaluate interventional strategies and modify the action plan accordingly.
8. Participate in field team activities at the PHC Centre etc.
9. Identify and utilized available resources and NGO's working with in the Community, city, and country.
10. Develop linkages between the PHC Centre and the community, NGO's, CBO's, etc. for the sustainability purpose.
11. Complete a community health/development project based on the needs identified by the community.



## FIELD PROJECT

The field project is based on components of Evidenced Based Practice (EBP). Learners need to assess, diagnose, plan, implement & evaluate accordingly. It is important for learners to understand the guidelines given below in order to do the project efficiently.

### **Things to remember:**

Community involvement.

Involve PHC team (if required and available)

Integrate steps of planning cycle, concepts of PHC and epidemiology.

### **Use the following steps:-**

#### **Assess a community**

Use of previous records, research data observations, interviews etc.

#### **Create a list of major problems in the community.**

#### **Prioritized these problems and choose one particular problem**

(a problem which can be resolved).

#### **Identify various strategies to solve the problem**

Based on literature review and choose one strategy (a strategy that is doable)

#### **Formulate a complete plan of action.**

Remember to plan for **sustainability** of the project from the beginning. When planning and implementing the project, learners must be aware that they are accountable to the community and responsible to the health stake holders. Learners should be prepared to answer the community or the health stake holders if they are asked to justify what they are doing, for example, they can expect question like Why do you think this is a problem? Why is this the problem you would want to resolve? Why is this best strategy to solve this problem? Is this the problem the community wants to solve? Who is involved? Is it sustainable?

#### **Modifications**

The modifications or changes made in the initial plan and why were they needed.

#### **Implementations:**

Resources used, how, where, when and who of the implementation phase.

#### **Evaluation:**

What was the outcome, whether the objectives were achieved and how were they measured.

## Conclusion and discussion:

A general analytical conclusion including a discussion of problem faced, future recommendations, and research needs.

**Note: Refer appendix A for evaluation tool to be used for presentation.**

## EVALUATION CRITERIA FOR FIELD PROJECT

Paper            30%    Presentation            10%

|  |  |
|--|--|
| <b>The Situation</b><br>Assessment of the community: Introduction, population pyramid, dynamics. Introduction to the problem: what is the problem, specific problem statement, magnitude of the problem, effect of the problem, and what steps did you and the community take to select this particular problem etc. |  |
| <b>Review of The Literature and Analysis of The Situation</b><br>A review of literature to support the problem and to outline its effects in the community. A concise review of literature discussing various possible strategies to solve the problem.  |  |
| <b>Recommended Strategy</b><br>Justify the selected strategy for its appropriateness and relevance to the community. Sustainability of the project, application of principle of the PHC and community participation, how scientifically sound is the idea.   |  |
| <b>Plan of Action</b><br>Objectives of the plan.<br>Give a complete plan of action including who, where, how, when of the plan. How do you plan to evaluate the project  |  |
| <b>Implementation With Modification</b><br>Description of project implementation in the community along with measures taken to sustain the project. Clear & concise description of modifications needed along with rationale.  |  |
| <b>Implementation At Field Level</b><br>Planning and implementation at field level will also be assessed. Involvement of PHC team & community from identification to evaluation of project and efforts made to sustain the project will also be assessed.  |  |

|  |  |
|--|--|
| <b>Results</b><br>Provide a complete, analytical description, of the outcomes of your project including expected and unexpected results. |  |
| <b>Conclusion</b><br>Brief summary of project including limitations and recommendations.   |  |
| <b>Style of writing</b><br>APA style, references, organization, flow and transition and Succinctness.                                    |  |

## 2. Nursing Seminar

2 CH

### Course Description:

This course is designed to provide the learners with an overview of critical professional and ethical issues confronting the nursing profession within health care. It is also intended to encourage the learners to reflect on contemporary issues affecting professional practice, nursing care, education and research. Discuss strategies and opportunities for enhancement of nursing profession. Prepare the learners for the challenges that await them in the workplace. This course also provides avenue for their professional growth which will help them in role transition from learners to practice life.

### Course Objectives:

On completion of the course, the learners will be able to:

1. Discuss the professional dimensions of nursing and the dynamics involved in development and maintenance of nursing image
2. Apply ethical decision making principles with logics in professional practice
3. Recognize the contemporary issues and legal framework guiding and influencing nursing
4. Explore and adapt current trends influencing nursing practice, education and research in Pakistan and throughout the world.
5. Understand & adjust with the new roles & responsibilities of Nursing staff

### Teaching/Learning Strategies:

Discussions, guest lecturers, seminars, readings, presentations and reflection writing.

### **Evaluation Criteria:**

|                                 |             |
|---------------------------------|-------------|
| Reflective writing              | 40%         |
| Group presentation              | 20%         |
| Planning and organizing seminar | 40%         |
| <b>Total</b>                    | <b>100%</b> |

### **Recommended Topics:**

1. Nursing status and image:
2. Behaviour and application of ethical decision making principles:
3. Contemporary professional nursing
4. legal aspects in Nursing
5. Trends and issues within the health care system
6. Professional development of nurses
7. Role transition / reality shock
8. Disaster Nursing

## **Reflective Writing Paper**

### **Guidelines 40 %**

#### **Directions:**

- The last 30 minutes of the class will be given to complete the reflective writing, which must be handed in before leaving the class
- Guided questions or an incident will be given to encourage critical thinking
- The learners will be expected to integrate theory covered in the class and from other courses where relevant
- Past experiences or known incidents can also be incorporated
- All the logs sheets / log book should be kept in a file to be submitted to the faculty for final grading.

**Note: Refer Appendix B for the guideline of reflective log.**

### **Group Presentation 20 %**

#### **Guidelines**

#### **Process:**

The groups will be given a topic selected by the faculty and will be required to present different views points on the subject matter. The groups will be informed which view point they are to speak on.

1. A copy of literature being used by learners needs to be shared with the faculty.

2. Each group must maintain on a “Group Meeting Log Sheet” on how they participated throughout the process. This sheet must be submitted on the day of presentation.

**Objectives:**

1. To provide an opportunity to express their thoughts and point of view in a logical and rational way.
2. To facilitate learners by providing opportunities to develop confidence while addressing professional issues publicly.

**Directions:**

1. A minimum of 3 articles/ books need to be integrated in presentation
2. Presenters are expected to develop sound knowledge on a given topics to face the challenging questions.
3. Each group will be given 10 minutes to present their view points.
4. This will be followed by a 10 minutes question / answer session or discussion involving the audience.

**Note: Refer appendix A for evaluation tool to be used for presentation.**

**References:**

1. Amos, D. (2001). An evaluation of staff nurse role transition. *Nursing Standard*, 16 (3), 36-41.
2. Byerly, R. T., Carpenter, J. E., & Davis, J. (2001). Managed Care and the Evolution of Patient
3. Crouch, D. (2001). The same, but different, *Nursing Times*, 97 (40), 22-23.
4. Chitty, K. K. (2001). Defining Profession. In K. K. Chitty (Ed.), *Professional Nursing: Concepts & Challenges* (3<sup>rd</sup> ed.). Philadelphia: W. B. Saunders.
5. Cameron, M. E., Schaffer. M., & Park. H. (2001). Nursing Student's Experiences of Ethical
6. Dean-Baar, S. L. (2001). Standards and guidelines. In J. M. Dochterman & H. K.
7. Grace, *Current issues in nursing* (6<sup>th</sup> ed.). pp. 234-240. St. Louis: Mosby.
8. Ellis, J. R., & Hartley, C. L. (2001). The Development of nursing as a profession. In *Nursing in today's world* (7<sup>th</sup> ed.).163-203.Philadelphia: Lippincott
9. Ellis, J. R., & Hartley, C. L. (2000). *Nursing in Today's World Challenges, Issues and Trends* (7<sup>th</sup> ed). 450-452. Philadelphia. Lippincott.
10. Garnham, P. (2001). Understanding and dealing with anger, aggression and violence. *Nursing Standard*, 16(6), 37-42.
11. Heidenthal, P. K. (2003). *Nursing Leadership & Management*, New York, *Thomus*

12. Jan, R. (1996). Rufaida Al-Asalmiya: The first Muslim nurse. *IMAGE: The Journal of Nursing Scholarship*, 28(3), 267-268.
13. Kenkre, J. (2001). Research career pathways. *Nursing Standard*, 16 (4), 39-43.
14. Martin, V. (2000). Managing Transition 1. *Nursing Times*, 96(16), 48.
15. Martin, V. (2000). Managing Transition 1. *Nursing Times*, 96(17), 42.
16. Marquis, L. B., & Huston, C. D. (2006). *Leadership roles and management functions in Nursing "Theory & Application."*, 67-87. Philadelphia: Lippincott.
17. Marquis, L. B., & Huston, C. D. (2006). *Leadership roles and management functions in nursing: "Theory & Application"*, 95-117. Philadelphia: Lippincott.
18. Rosalinda, A. L. (2004). *Critical Thinking and Clinical Judgement (3<sup>rd</sup> ed)*. St. Louis: Saunders.

#### **4. ENGLISH VIII**

**2 CH**

### **Annexure - A**

#### **Unit I: Writing For Research Report**

##### **Unit Description:**

This unit has been designed to provide guidelines to the learners for writing publishable articles in national newspapers / magazines / journals.

##### **Unit Objectives:**

By the end of this unit, students will be able to:

1. know the rights and responsibilities of a prospective writer
2. identify different genres of writing when writing for publications
3. write an article of publishable quality

#### **Unit II Abstract Writing**

##### **Unit Description:**

This unit has been designed to make learners review and develop abstracts of professional, and publishable quality.

##### **Unit Objectives:**

By the end of the unit students will be able to:

1. Know the purpose of writing abstracts
2. Identify and understand different types of abstracts
3. Write good quality abstracts

## **Unit III: Public Speaking**

### **Unit Description:**

This unit of the course aims to enhance the public speaking skills focusing on the selection of appropriate content, the use of appropriate intonation, verbal and non verbal communication skills, and specific language used in making presentations.

### **Unit Objectives:**

By the end of the unit students will be able to:

1. Select content in accordance to the audience
2. Understand and practice the required intonation
3. Focus on the importance of proper posture and body language
4. Deliver the content using effective strategies

## **Unit IV Poster Présentation**

### **Unit Description:**

This unit has been designed to provide difference between presentation and poster presentation keeping in view the selection of the topic content, graphics and layout

### **Unit Objectives:**

By the end of this unit students will be able to:

1. Understand the advantages of poster presentation
2. Understand the difference between presentation and poster presentation
3. Design effective posters

### **References:**

1. American Psychological Association. (2004). *Publication manual for the American Psychological Association* (5th ed.). Washington DC: Author.
2. Baugh, L. S., Fryar, M., & Thomas, D. A. (2000). *How to write first-class business correspondence: The handbook for business writing*. New Delhi: NTC Publishing Group.
3. Coe, N., Rycroft, R., & Ernest, P. (1998). *Writing skills: A problem-solving approach*. Cambridge: Cambridge University Press.
4. Cormack, D. (1994). *Writing for health care professions*. Cambridge, MA: Blackwell.
5. Davidson, W. (2001). *Business writing: What works, what won't*. New York: St. Martin's Griffin.
6. Day, A. (1996). *How to get research publish in journals*. Hampshire: Gower Publishing.

7. Day, R. A. (1998). *How to write and publish a scientific paper* (5<sup>th</sup> ed). Arizona: Oryx Press.
8. Miller, J. (2002). *Business writing that counts*. New Delhi: Sterling Publishers.
9. Murphy, H. A., Hildebrandt, H. W. (1991). *Effective business communications* (6<sup>th</sup> ed.). Singapore: McGraw-Hill International.
10. Pike, B., & Busse, C. (2002). *101 games for trainers: A collection of the best activities from creative techniques newsletter*. New Delhi: Ane Books.
11. Piotrowski, M. V. (1996). *Effective business writing: A guide for those who write on the job* (2<sup>nd</sup> ed.). New York: Harper Collins.
12. Rosen, L. J. (1998). *Decisions: A writer's handbook*. London: Allyn & Bacon.
13. Sharma, R. C., & Mohan, K. (2003). *Business correspondence and report writing: A practical approach to business and technical communication* (3<sup>rd</sup> ed.). New Delhi: Tata McGraw-Hill Publishing Company.

### **References:**

American Association of Colleges of Nursing *The Essentials of Baccalaureate Education for Professional Nursing Practice* (1998).

College of Nurses of Ontario (1999). *Entry to practice competencies for Ontario Registered Nurses as of January 1, 2005*. Toronto: Author.

International Council of Nurses (ICN). (1998). *Position statement on scope of nursing practice*. Geneva:

International Council of Nurses (ICN). (2003). *An Implementation Model for the ICN Framework of Competencies for the Generalist Nurse* . Geneva: Author.

## **CLINICAL PRACTICUM**

**5 CH**

### **Course Description:**

This course will enable learners to review and integrate previously learned concepts in the various clinical setting. It will prepare learners for the beginning practice of professional nursing in a variety of clinical settings. It responds to the needs of society by helping persons, families, and communities through therapeutic nursing care, which encompasses health teaching, health maintenance, and health promotion. The learner uses clinical judgment to assist clients in achieving optimal health and adapting to altered states of health.



## Course Objectives:

**By the end of this course, learners will be able to**

1. Prepare for role transition to bedside nurse.
2. Utilize learned concepts in a clinical setting.
3. Enhance the Clinical practice which provides the opportunity for students to become skilful through implementing theoretical knowledge into practical situation.
4. Develop professional growth and advancement through acquired knowledge and experience.
5. Augment continuous personal growth and development.

## Teaching learning strategies

PBL (Problem Based Learning), group discussions, presentation.

## Evaluation Criteria

|                         |             |
|-------------------------|-------------|
| Evidenced based project |             |
| Presentation            | 20%         |
| Paper writing           | 20%         |
| Portfolio               | 20%         |
| Problem Based Tutorials | 40%         |
| <b>Total</b>            | <b>100%</b> |

## Guideline for scholarly paper

Total marks.

- Select appropriate issue / problem
- Provide abstract of yours issue.
- Explain why you choose this issue
- Explain the major causes of the issue
- Analysis with literature
- Discuss the consequences of the issue
- Provide best solutions/interventions based on epidemiology research based articles.
- Provide your recommendations to eliminate the issue.

Strict with APA and grammar

**COMPULSORY COURSES IN ENGLISH FOR BS  
(4-YEAR) IN BASIC & SOCIAL SCIENCES**

**English I (Functional English)**

**Objectives:** Enhance language skills and develop critical thinking.

**Course Contents:**

Basics of Grammar  
Parts of speech and use of articles  
Sentence structure, active and passive voice  
Practice in unified sentence  
Analysis of phrase, clause and sentence structure  
Transitive and intransitive verbs  
Punctuation and spelling

**Comprehension:**

Answers to questions on a given text

**Discussion:**

General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

**Listening:**

To be improved by showing documentaries/films carefully selected by subject teachers

**Translation skills:**

Urdu to English

**Paragraph writing**

Topics to be chosen at the discretion of the teacher

**Presentation skills**

Introduction

*Note: Extensive reading is required for vocabulary building*

**Recommended Books:**

1. **Functional English**
  - a) Grammar
    1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492
    2. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0194313506

- b) Writing
  1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.
- c) Reading/Comprehension
  1. Reading. Upper Intermediate. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.
- d) Speaking

## **English II (Communication Skills)**

**Objectives:** Enable the students to meet their real life communication needs.

### **Course Contents:**

#### **Paragraph writing**

Practice in writing a good, unified and coherent paragraph

#### **Essay writing**

Introduction

#### **CV and job application**

Translation skills

Urdu to English

#### **Study skills**

Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

#### **Academic skills**

Letter/memo writing, minutes of meetings, use of library and internet

#### **Presentation skills**

Personality development (emphasis on content, style and pronunciation)

**Note:** *documentaries to be shown for discussion and review*

### **Recommended Books:**

#### **Communication Skills**

- a) Grammar
  1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.

- b) Writing
1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
  2. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).
- c) Reading
1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
  2. Reading and Study Skills by John Langan
  3. Study Skills by Richard York.

## **English III (Technical Writing and Presentation Skills)**

**Objectives:** Enhance language skills and develop critical thinking

### **Course Contents:**

#### **Presentation skills**

#### **Essay writing**

Descriptive, narrative, discursive, argumentative

#### **Academic writing**

How to write a proposal for research paper/term paper

How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

#### **Technical Report writing**

#### **Progress report writing**

**Note:** *Extensive reading is required for vocabulary building*

### **Recommended Books:**

Technical Writing and Presentation Skills

- a) Essay Writing and Academic Writing
1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).

2. College Writing Skills by John Langan. McGraw-Hill Higher Education. 2004.
3. Patterns of College Writing (4<sup>th</sup> edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.

b) Presentation Skills

c) Reading

The Mercury Reader. A Custom Publication. Compiled by northern Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharon. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

**Pakistan Studies (Compulsory)**

**Introduction/Objectives:**

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

**Course Outline:**

**1. Historical Perspective**

- a. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
- b. Factors leading to Muslim separatism
- c. People and Land
  - i. Indus Civilization
  - ii. Muslim advent
  - iii. Location and geo-physical features.

**2. Government and Politics in Pakistan**

Political and constitutional phases:

- a. 1947-58
- b. 1958-71
- c. 1971-77
- d. 1977-88
- e. 1988-99
- f. 1999 onward

**3. Contemporary Pakistan**

- a. Economic institutions and issues
- b. Society and social structure
- c. Ethnicity
- d. Foreign policy of Pakistan and challenges
- e. Futuristic outlook of Pakistan

**Recommended Books:**

1. Burki, Shahid Javed. *State & Society in Pakistan*, The Macmillan Press Ltd 1980.
2. Akbar, S. Zaidi. *Issue in Pakistan's Economy*. Karachi: Oxford University Press, 2000.
3. S. M. Burke and Lawrence Ziring. *Pakistan's Foreign policy: An Historical analysis*. Karachi: Oxford University Press, 1993.
4. Mehmood, Safdar. *Pakistan Political Roots & Development*. Lahore, 1994.
5. Wilcox, Wayne. *The Emergence of Banglades.*, Washington: American Enterprise, Institute of Public Policy Research, 1972.
6. Mehmood, Safdar. *Pakistan Kayyun Toota*, Lahore: Idara-e-Saqafat-e-Islamia, Club Road, nd.

7. Amin, Tahir. *Ethno - National Movement in Pakistan*, Islamabad: Institute of Policy Studies, Islamabad.
8. Ziring, Lawrence. *Enigma of Political Development*. Kent England: WmDawson & sons Ltd, 1980.
9. Zahid, Ansar. *History & Culture of Sindh*. Karachi: Royal Book Company, 1980.
10. Afzal, M Rafique. *Political Parties in Pakistan*, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998.
11. Sayeed, Khalid Bin. *The Political System of Pakistan*. Boston: Houghton Mifflin, 1967.
12. Aziz, KK *Party, Politics in Pakistan*, Islamabad: National Commission on Historical and Cultural Research, 1976.
13. Muhammad Waseem, *Pakistan Under Martial Law*, Lahore: Vanguard, 1987.
14. Haq, Noor ul. *Making of Pakistan: The Military Perspective*. Islamabad: National Commission on Historical and Cultural Research, 1993.

**ISLAMIC STUDIES  
(Compulsory)**

**Objectives:**

This course is aimed at:

- 1 To provide Basic information about Islamic Studies
- 2 To enhance understanding of the students regarding Islamic Civilization
- 3 To improve Students skill to perform prayers and other worships
- 4 To enhance the skill of the students for understanding of issues related to faith and religious life.

**Detail of Courses:**

**Introduction to Quranic Studies**

- 1) Basic Concepts of the Quran
- 2) History of the Quran
- 3) Uloom-ul-Quran

**Study of Selected Text of the Holly Quran**

- 1) Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)
- 2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
- 3) Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
- 4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
- 5) Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)

**Study of Selected Text of Holly Quran**

- 1) Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
- 2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
- 3) Verses of Surah Al-Saf Related to Tafakar,Tadabar (Verse No-1,14)

**Seerat of Holy Prophet (SAW) I**

- 1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
- 2) Life of Holy Prophet (S.A.W) in Makkah
- 3) Important Lessons Derived from the life of Holy Prophet in Makkah

**Seerat of Holy Prophet (SAW) II**

- 1) Life of Holy Prophet (S.A.W) in Madina
- 2) Important Events of Life Holy Prophet in Madina
- 3) Important Lessons Derived from the life of Holy Prophet in Madina



## **Introduction To Sunnah**

- 1) Basic Concepts of Hadith
- 2) History of Hadith
- 3) Kinds of Hadith
- 4) Uloom –ul-Hadith
- 5) Sunnah & Hadith
- 6) Legal Position of Sunnah

## **Selected Study from Text of Hadith**

### **Introduction To Islamic Law & Jurisprudence**

- 1) Basic Concepts of Islamic Law & Jurisprudence
- 2) History & Importance of Islamic Law & Jurisprudence
- 3) Sources of Islamic Law & Jurisprudence
- 4) Nature of Differences in Islamic Law
- 5) Islam and Sectarianism

### **Islamic Culture & Civilization**

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

### **Islam & Science**

- 1) Basic Concepts of Islam & Science
- 2) Contributions of Muslims in the Development of Science
- 3) Quran & Science

### **Islamic Economic System**

- 1) Basic Concepts of Islamic Economic System
- 2) Means of Distribution of wealth in Islamic Economics
- 3) Islamic Concept of Riba
- 4) Islamic Ways of Trade & Commerce

### **Political System of Islam**

- 1) Basic Concepts of Islamic Political System
- 2) Islamic Concept of Sovereignty
- 3) Basic Institutions of Govt. in Islam

### **Islamic History**

- 1) Period of Khlaft-E-Rashida
- 2) Period of Ummayyads
- 3) Period of Abbasids

### **Social System of Islam**

- 1) Basic Concepts of Social System of Islam
- 2) Elements of Family
- 3) Ethical Values of Islam

## Reference Books:

- 1) Hameed ullah Muhammad, "Emergence of Islam", IRI, Islamabad
- 2) Hameed ullah Muhammad, "Muslim Conduct of State"
- 3) Hameed ullah Muhammad, "Introduction to Islam"
- 4) Mulana Muhammad Yousaf Islahi,"
- 5) Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan.
- 6) Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
- 7) Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)
- 8) H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
- 9) Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)

## Annexure “D”

**Note: One course will be selected from the following six courses of Mathematics.**

### COMPULSORY MATHEMATICS COURSES FOR BS (4-YEAR)

#### (FOR STUDENTS NOT MAJORING IN MATHEMATICS)

#### 1. MATHEMATICS I (ALGEBRA)

**Prerequisite (s):** Mathematics at secondary level

**Credit Hours:** 3 + 0

**Specific Objectives of the Course:** To prepare the students, not majoring in mathematics, with the essential tools of algebra to apply the concepts and the techniques in their respective disciplines.

#### **Course Outline:**

*Preliminaries:* Real-number system, complex numbers, introduction to sets, set operations, functions, types of functions.

*Matrices:* Introduction to matrices, types, matrix inverse, determinants, system of linear equations, Cramer’s rule.

*Quadratic Equations:* Solution of quadratic equations, qualitative analysis of roots of a quadratic equations, equations reducible to quadratic equations, cube roots of unity, relation between roots and coefficients of quadratic equations.

*Sequences and Series:* Arithmetic progression, geometric progression, harmonic progression. *Binomial.*

*Theorem:* Introduction to mathematical induction, binomial theorem with rational and irrational indices.

*Trigonometry:* Fundamentals of trigonometry, trigonometric identities.

#### **Recommended Books:**

Dolciani MP, Wooton W, Beckenback EF, Sharron S, *Algebra 2 and Trigonometry*, 1978, Houghton & Mifflin, Boston (suggested text)

Kaufmann JE, *College Algebra and Trigonometry*, 1987, PWS-Kent Company, Boston

Swokowski EW, *Fundamentals of Algebra and Trigonometry* (6<sup>th</sup> edition), 1986, PWS-Kent Company, Boston

## 2. MATHEMATICS II (CALCULUS)

**Prerequisite (s):** Mathematics I (Algebra)

**Credit Hours:** 3 + 0

**Specific Objectives of the Course:** To prepare the students, not majoring in mathematics, with the essential tools of calculus to apply the concepts and the techniques in their respective disciplines.

### Course Outline:

*Preliminaries:* Real-number line, functions and their graphs, solution of equations involving absolute values, inequalities.

*Limits and Continuity:* Limit of a function, left-hand and right-hand limits, continuity, continuous functions.

*Derivatives and their Applications:* Differentiable functions, differentiation of polynomial, rational and transcendental functions, derivatives.

*Integration and Definite Integrals:* Techniques of evaluating indefinite integrals, integration by substitution, integration by parts, change of variables in indefinite integrals.

### Recommended Books:

Anton H, Bevens I, Davis S, *Calculus: A New Horizon* (8<sup>th</sup> edition), 2005, John Wiley, New York

Stewart J, *Calculus* (3<sup>rd</sup> edition), 1995, Brooks/Cole (suggested text)

Swokowski EW, *Calculus and Analytic Geometry*, 1983, PWS-Kent Company, Boston

Thomas GB, Finney AR, *Calculus* (11<sup>th</sup> edition), 2005, Addison-Wesley, Reading, Ma, USA

## 3. MATHEMATICS III (GEOMETRY)

**Prerequisite (s):** Mathematics II (Calculus)

**Credit Hours:** 3 + 0

**Specific Objectives of the Course:** To prepare the students, not majoring in mathematics, with the essential tools of geometry to apply the concepts and the techniques in their respective disciplines.

### Course Outline:

*Geometry in Two Dimensions:* Cartesian-coördinate mesh, slope of a line, equation of a line, parallel and perpendicular lines, various forms of equation of a line, intersection of two lines, angle between two lines, distance between two points, distance between a point and a line.

*Circle:* Equation of a circle, circles determined by various conditions, intersection of lines and circles, locus of a point in various conditions.

*Conic Sections*: Parabola, ellipse, hyperbola, the general-second-degree equation

**Recommended Books:**

Abraham S, *Analytic Geometry*, Scott, Freshman and Company, 1969

Kaufmann J E, *College Algebra and Trigonometry*, 1987, PWS-Kent Company, Boston

Swokowski E W, *Fundamentals of Algebra and Trigonometry* (6<sup>th</sup> edition), 1986, PWS-Kent Company, Boston

