

Curriculum
of
B.Sc (Post RN) Degree Program
(Two Years)



At
Post Graduate College of Nursing
Affiliated with
Khyber Medical University
Peshawar

ADAPTATION OF CURRICULUM

The curriculum which has been prepared by Jamshoro College of Nursing, Sindh and approved by the Pakistan Nursing Council is hereby adopted by the Postgraduate College of Nursing, Khyber Medical University, Peshawar with some minor amendments. Khyber Medical University highly appreciates the hard work and dedication shown by the following faculty of Postgraduate College of Nursing, Peshawar.

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Background

JUSTIFICATION OF THE PROGRAM

This program is expected to prepare a clinical nurse, nurse teacher and nurse administrator within the shortest period of time and to provide a base for higher education in the field of nursing to those who are already practicing nursing in the health care delivery system in the country.

EXPECTED OUTCOME

Resultantly, the quality of patients' care in hospital and in the community will be improved, the standard of nursing education will be enhanced, and the learner will also be prepared for effective nursing management and administration.

PHILOSOPHY

People are individuals of innate worth and dignity. They have spiritual, biological, social, and psychological needs, and have the right to pursue the highest level of health and quality of life achievable for themselves and their communities. People's commitment to Islam helps them to develop a code of ethics which directs their attitudes and activities towards others.

GOALS/AIMS:

Our aim is to promote awareness of higher education to qualified nurses and facilitate their professional development, strengthen the health care delivery system and improve nursing education by preparing competent nurse educators and nurse managers, who could utilize evidence-based practice.

OBJECTIVES

- ▶ Provide a theoretical knowledge of principles and methods related to nursing education.
- ▶ Strengthen the quality of teaching in nursing education, management in hospitals and in the community setting through teaching of current concepts and skills.
- ▶ Promote critical thinking and problem-solving skills.
- ▶ Encourage self-directed and life-long learning.
- ▶ Provide safe, competent nursing care in a specialized area.

CORE COMPETENCIES

1. Nursing practice and management, teaching management and leadership.
2. Critical thinking.
3. Communication.
4. Evidence-based nursing practice.
5. Professional, ethical and legal practice.
6. Professional development and values.
7. Psychomotor skills.

COURSE OUTLINE

SEMESTER - I **ORIENTATION**

One week

CORE COURSE

(20 weeks)

- English - I
- Social Sciences
- Health Assessment
- Integrated Sciences - I
- Computer in Nursing
- Professional Development
- Advance Nursing Concepts - I

SEMESTER - II **CORE COURSE**

(20 weeks)

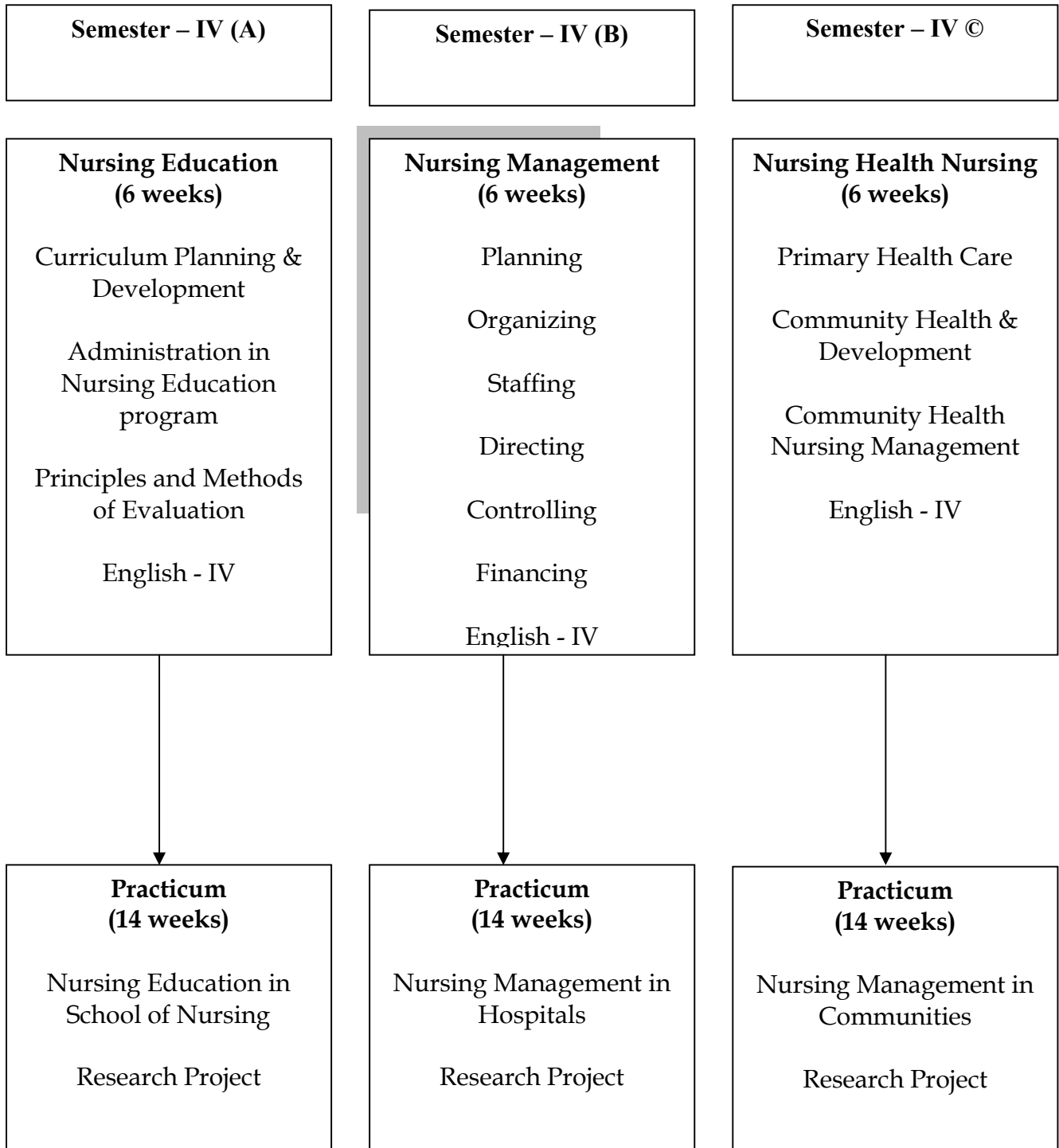
- English - II
- Epidemiology
- Integrated Sciences - II
- Community Health Nursing
- Advance Nursing Concepts - II
- Introduction to Management
- Fundamental of Counseling and Guidance

SEMESTER - III **CORE COURSE**

(20 weeks)

- English - III
- Nursing Research
- Bio-statistic
- Psychology of Learning
- Advance Nursing Concepts -III
- Principles & Method of Teaching
- Clinical Teaching & Clinical Supervision

SEMESTER - IV (Elective)
CORE COURSE
 (20 weeks)



Year 1, Semester - I
20 WEEKS STUDY HOURS

02 WEEKS EXAMINATION

S N	Subject	Max: Marks	Credits
1	Advance nursing concepts-I theory & Practical	200	6
2	Health assessment theory & Practical	100	3
3	Integrated sciences - I ➤ Physiology ➤ Microbiology	100	3
4	Computer in Nursing	50	1
5	Professional development	100	3
6	Social sciences ➤ Sociology (culture, health and society) ➤ Psychology	100	3
7	English	100	2
Total		750	21

Year 1, Semester - I I

S.N	Subject	Max: Marks	Credits
1	Advance nursing concepts-II theory, practical	200	6
2	Integrated sciences - II ➤ Physics ➤ Chemistry	100	3
3	Community Health Nursing	100	5
4	Epidemiology	100	2
5	Introduction to management	100	2
6	Fundamental of counseling & guidance	100	2
7	English -II	100	2
Total		800	22

Year 2, Semester - III

S. N	Subject	Max: Marks	Credits
1	Advance nursing concepts-III theory & Practical	200	6
2	Nursing research	100	3
3	Bio-statistic	100	3
4	Psychology of learning	100	3
5	Principles and methods of teaching	100	2
6	Clinical teaching and clinical supervision	100	3
7	English -III	100	2
Total		800	22

Year 2, Semester - IV (A)
SENIOR ELECTIVE NURSING EDUCATION

S. N	Subject	Max: Marks	Credits
1	Curriculum planning & Development	100	2
2	Administration in Nursing educational program	100	2
3	Principles and method of evaluation	100	2
4	English - IV	100	2
5	Practicum (in nursing education)	200	12
	Total	600	20

Year 2, Semester - IV (B)
SENIOR ELECTIVE NURSING MANAGEMENT

S. N	Subject	Max: Marks	Credits
1	Planning	50	1
2	Organizing	50	1
3	Staffing	50	1
4	Directing	50	1
5	Controlling	50	1
6	Financing	50	1
7	English IV	100	2
8	Practicum (in nursing management)	200	12
	Total	600	20

Year 2, Semester - IV (C)
SENIOR ELECTIVE COMMUNITY HEALTH NURSING

S. N	Subject	Max: Marks	Credits
1	Community Health And Development	100	2
2	Primary health care	100	2
3	Community health nursing management	100	2
4	English	100	2
5	Practicum (in community health nursing)	200	12
	Total	600	20

6 weeks for theory
 14 weeks for practicum

Formula: The calculations are done according to the following criteria 6 hours/day, 6 days /weeks = 36 hours/week.

Postgraduate Nursing College Peshawar
B.Sc N Degree Program Hours

Year 1, Semester - I (20 Week's Program)

S. N	Subject	Original Hours
1	Advance Nursing concepts-I Theory and practical	(Theory = 3) (Clinical = 6) 9 x 20 = 180
2	Health assessment theory and practical	3 x 20 = 60
3	Integrated sciences - I ➤ Physiology ➤ Microbiology	3 x 20 = 60
4	Computer in nursing practical	2 x 20 = 40
5	Professional development	3 x 20 = 60
6	Social sciences Sociology (Culture, health and society) Psychology	3 x 20 = 60
7	English -I	2 x 20 = 40
	Total	500

Year 1, Semester - II (20 Week's Program)

S. N	Subject	Original Hours
1	Advance Nursing concepts-II Theory and practical	(Theory = 3) (Clinical = 6) 9 x 20 = 180
2	Integrated sciences - II ➤ Physiology ➤ Chemistry	3 x 20 = 60
3	Community health nursing	5 x 20 = 100
4	Epidemiology	2 x 20 = 40
5	Introduction to management	2 x 20 = 40
6	Fundamental of counseling and guidance	2 x 20 = 40
7	English -II	2 x 20 = 40
	Total	500

Year 2, Semester - III (20 Week's Program)

S.N	Subject	Original Hours
1	Advance nursing concepts -III theory, practical	(Theory = 3) (Clinical = 6) 9 x 20 = 180
2	Nursing research	3 x 20 = 60
3	Bio-statistic	3 x 20 = 60
4	Psychology of learning	2 x 20 = 40
5	Principles and methods of teaching	2 x 20 = 40
6	Clinical teaching & clinical supervision	3 x 20 = 60
7	English - III	2 x 20 = 40
	Total	500

Year 2, Semester - IV (A) (20 Week's Program)
Senior Elective Nursing Education

S. N	Subject	Original Hours
1	Curriculum planning and development	2 x 20 = 40
2	Administration in nursing educational program	2 x 20 = 40
3	Principles and method of evaluation	2 x 20 = 40
4	English - IV	2 x 20 = 40
5	Practicum (in nursing education)	24 x 20 = 480
	Total	640

Year 2, Semester - IV (B)
Senior Elective Nursing Management

S. N	Subject	Original Hours
1	Planning	1 x 20 = 20
2	Organizing	1 x 20 = 20
3	Staffing	1 x 20 = 20
4	Directing	1 x 20 = 20
5	Controlling	1 x 20 = 20
6	Financing and budgeting	1 x 20 = 20
7	English - IV	2 x 20 = 40
8	Practicum (IN nursing Management)	24 x 20 = 480
	Total	640

Year 2, Semester - IV (C) (20 Week's Program)
Community Health Nursing

S. N	Subject	Original Hours
1	Community health and development	2 x 20 = 40
2	Primary health care	2 x 20 = 40
3	Community health nursing management	2 x 20 = 40
4	English - IV	2 x 20 = 40
5	Practicum (In community health nursing)	24 x 20 = 480
	Total	640

Course weightage credit hours

Each course has certain credit hours attached to it. One credits hour for a particular course is generally to be considered as fifty minutes (one period) of teaching per week. The number of credit hours indicates weightage of the course relative to the other courses and may also reflect number of hours of teaching of that course per week. Thus a course of 3 credits hours would mean a total of 3 x 20 = 60 hours of actual teaching of that course. (Practical) 3 hrs duration conducted once a week is assigned I credit hour.

COURSE DESCRIPTION

Advance Nursing Concepts: 1, 2, & 3.

This course is planned to develop an understanding of comprehensive nursing care of individuals, focusing on physical, social, emotional and spiritual needs. Emphasis is on the use of the nursing process in care of medical, surgical and mental health conditions and rehabilitation of these patients. Supervised clinical practice is offered to all, students on both medical and surgical services. In addition to providing total nursing care, students are responsible to utilize opportunities of health education to the patients and their families.

Health Assessment:

In introduction to the content and skills needed to assess the basic health status of individuals of different age groups. These skills can be applied to nursing care in wide variety of clinical settings. The course emphasizes history taking and physical examination skills and includes weekly laboratory/ clinical sessions.

Integrated/Applied Sciences: 1& 2.

This course is designed to help students to apply the concepts of physiology, microbiology, physics and chemistry to nursing practice. Relevant content from these sciences is brought together in order to create an awareness of the necessity of science in nursing. A laboratory component is included to familiarize the students with appropriate laboratory skills.

Computer Applications in Nursing.

This is an introductory course design to explore various computer applications in nursing settings.

Professional Development:

This course is designed to provide the students with an overview of the social forces and issues faced by the nursing profession in Pakistan. It will also introduce students to various concepts and skills such as communication and interpersonal relationships, empowerment, assertiveness, group dynamics, critical & reflective thinking, and trends in nursing.

Social Sciences:

a. Psychology & b. Sociology.

This course is planned to assist the student in developing a broader understanding and greater appreciation of the psychological and sociological forces underlying human behaviour. Because the interdependency of these concepts influences behaviour, it is felt that such a combined course has greater meaning. The subject matter, for the most part, is oriented to the cultural situation in Pakistan. The content

includes origins of man and his cultural development; dynamics of behaviour and personality; social institutions; community; psychological disorganization; and psychological and sociological implications for nursing.

Community Health Nursing.

This course introduces the principles of public health and their application to nursing. It is not intended to prepare specialist nurses in this field but rather to create an awareness of the important aspects of public health as they affect the health and welfare of individuals, families and communities.

Field experiences are planned to provide opportunities for all students to participate in a public health program in a variety of settings. Field trips are made to select municipal installations and agencies to observe public health facilities operating in NWFP. Home visits with health visitors and social workers provide an opportunity to observe health and sanitation problems in homes and the effects upon members of the family, the community and the patient in the hospital and clinic.

Epidemiology

This Course will provide the students with the knowledge and skill of using epidemiological concepts in diagnosing, planning and evaluating programs in the community. In addition the students will be able to make inferences on the impact population demographics on social and health status in Pakistan.

Introduction to Management.

This course is designed to give the students the necessary preparation to develop competence in carrying out efficiently the functions of the hospital management. Consideration is given to the essential elements underlying effective administrative procedure. Procedures related to the nature of the administrative process, quality of patient care, responsibility for the physical environment, interpersonal relationships, personnel management transmission of orders, reports, and records keeping are included.

Counseling and Guidance

This course will enable learner to detect and assists students who are experiencing difficulties in the studies related to other academics or personal concerned and will enable to refer the nursing students to appropriate recourses /facilities. The topic to be discussed or interviewing in communication skills ,ethical practices and counseling , group approaches , studies skills for academics success , issues affecting students in nursing schools, students governs and developments.

Nursing Research:

Research is the forerunner of improvements in nursing practice. Because the need for systematic and objective investigations of nursing problems in Pakistan is paramount, this course is designed to introduce students to research methods and

procedures to foster competence in critical thinking and problem solving. It is hoped that further interest will be stimulated in the development of investigations projects and studies and for additional preparation in this vital area.

The content defines the essentials of research and focuses attention on the use of scientific method in solving problems. Consideration is given to: steps in the research process; selection and definition of a problem; collection analysis, and interpretation of data, presentation of conclusions and implications. Elementary statistical techniques are studied, and some attention is given to statistical interpretation of data. Each student is required to conduct a simple investigational study, centered around a problem situation in nursing, to demonstrate abilities to use the scientific methods of solving problems.

Biostatistics:

This Course is designed to provide students with the knowledge and skills of basic concept of biostatistics and present and analyze data and make an inference/decision about a given population.

Psychology of Learning:

This course is designed to assist students to develop an insight to the different styles of learning. It will focus on the types and theories of learning principles and methods of teaching/learning; barriers to learning; motivation; memory and forgetting; problem solving and transfer of learning. In addition, it will enhance students learning in understanding the principles of learning and its application to their own learning. It will also help them to relate these concepts in their future responsibilities as a teacher.

Principles and methods of teaching /learning

This course will provide students with the knowledge and application of modern teaching methods used to enhance learning. In addition, students' knowledge and skills will be developed in writing learning objectives, facilitation of learning and usage of educational theories to develop lesson plans.

Clinical Teaching and Clinical Supervision.

In this course consideration is given to the problems of teaching in the institutions. Students are assigned to the specialty according to their interest and choice.

Senior Elective Nursing Management

This course is designed to assist nurses to manage the nursing services efficiently. Each component of the managerial process will be discussed in detail. The curriculum is divided in seven modules:

Planning,

Conceptual thinking is essential. The manager must forecast what is needed for future, set goals and objectives for desired results develop strategies according to priorities to achieve the goals. Budgets are used as planning tool to allocate resources and personnel.

Organizing

Having planned the manager must organize so that personnel can implement the plan efficiently and effectively. The content of organization are as follows: organizational chart the scope of responsibility, authority and relationship of personal within the organizational structure, job analysis, job description and job design.

Staffing

Includes recruiting, selecting, orientation and staff development to accomplish the goal of the organization. It also determines the type of nursing assignments that can be selected in caring for the patient e.g. functional, team and primary nursing.

Directing

After planning, organizing and staffing, the manager must direct personnel and activities to accomplish the goal. Knowledge of one's leadership styles, sources of power & authority is important. To get work done by others the manager must resolve conflict/problem, motivate and discipline staff. All these require good communication skills and assertive behaviour.

Controlling

Involves setting standards, measuring performance taking corrective action and rewarding performance and reporting the results.

Financing:

This course is designed to provide the B.Sc Nursing (Post RN) student in nursing management to manage a nursing unit budget. It involves development budget, operating and monitoring budget.

An essential additional part of the curriculum is clinical, in which participants will work on an actual management problems faced by the health system, using methods developed during the modules. The results of this work are to be presented as a research project which will form part of the final examination

Senior Elective Nursing Education

This course is designed to assist nurses to manage the nursing education efficiently. The curriculum is divided in three modules:

Curriculum Planning

This course is designed to give students an understanding of curriculum implementation and evaluation *in* schools of nursing and midwifery". It considers the philosophy and aims, standard specifications, selection of materials, organization of the program of studies and administrative aspects. It also provide opportunity for studies to draft an overall curriculum encompassing the country's needs, the need of the school and hospital and keeping in mind the curriculum presented by PNC.

Principles and Methods of Evaluation

This course will provide the student with the knowledge and skill of evaluating students. The major focus of this course will be in respect to: purposes and process of evaluation, types and methods, construction use and scoring of each instruments and interpretation and use of results. In addition students will also be introduced to the concept of feedback.

Administration in Nursing Educational Programs

This course is designed to introduce students to the skills and techniques necessary for managing a school of nursing. It involves identifying the context in which schools have to operate and drawing out management implications. It will also address practical approaches with particular emphasis on the process of reviewing, planning and implementation of school policies.

An essential additional part of the curriculum is teaching practicum, in which participants will work as student teacher in different teaching institutions, using methods developed during the modules. The results of this work are to be presented as a research project which will form part of the final examination.

Senior elective community health nursing

An essential additional part of the curriculum is clinical, in which participants will work on an actual problem faced by the health system, using methods developed during the modules. The results of this work are to be presented as a project which will form part of the final examination.

Community Health & Development

This Course is designed to familiarize students to community health and development. Students attending this course will reflect and understand the social dynamics that are common in society and the various factors that contribute to ill health. In addition, they will understand the role of the health system in the prevention and promotion of health in Pakistan.

Primary Health Care

This course is designed to assist the students to understand the concept of Primary Health Care and apply it in health prevention.

In addition, students will be introduced to the role of a CHN in PHC, occupational health and school health.

Community Health Nursing Management

This Course is designed to assist students to develop skills necessary to manage a community health field site. Students will be introduced to the managerial concepts i.e. planning, organization, managerial skills, and evaluation.

English, 1, 2, 3 & 4.

This course aims to improving English language proficiency of students and focuses on all four language skills (i.e. listening speaking, reading, and writing) which makes students efficient in studies and prepares them for future leadership roles. Interactive and learner centered teaching methodologies will be practiced. In addition it is designed to help students/learners become reasonably proficient users of English language for their academic and professional needs.

Course Syllabus

Title : **Advance Concepts in Nursing -1**

Time : 6 Credits (3 theory & 3 Clinical)

Placement : Year I, semester I

Course Description

This course focuses on development of advance knowledge and skills in nursing assessment and diagnosis, based upon psychosocial, cultural and spiritual concepts and theories. Also this course is planned to develop an understanding of comprehensive nursing care of an individual, focusing on physical, social, emotional and spiritual needs.

Course objectives

By the end of this course the students will be able to;

1. Utilize Gordon's Functional Health Patterns [FHP] as a tool for assessment of clients and families.
2. Use effective communication skills while interacting with clients, families and other health team members.
3. Perform physical examination of client as a part of nursing assessment.
4. Determine nursing diagnosis based on analysis of assessed data.
5. Use the nursing process while caring of assigned individuals and families.
6. Apply psychosocial, cultural and spiritual concepts in the process of care of assigned individuals and families.
7. Demonstrate professional responsibility and accountability in clinical practice.

Teaching / Learning Strategies

Lecture, tutorial, clinical and self study

Course expectations

1. Self study on assigned readings and active participation in class.
2. Presence in weekly clinical practice.
3. Written nursing care plans in clinical area.
4. Completion of assignments and exams on due dates.

Evaluation criteria

Assignment 20%

Mid Term 30%

Final 50%

As prescribed by the Khyber Medical University, Peshawar.

Clinical Objectives

One each clinical day the students are expected to;

1. Assess the patient and family using the FHP learnt in the previous classes.
2. Integrate physical examination skills of the previous systems learnt in health assessment classes.
3. Formulate the nursing diagnosis list of patient, based on the assessment and discuss the working NCP.
4. Demonstrate therapeutic interviewing skills.
5. Document evidence of meeting clinical objectives.
6. Perform patient teaching as appropriate.
7. Demonstrate safe and caring clinical practice.

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2. George, J.B. (1995). Nursing theories; the base for professional nursing. Prentice. Hall
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CONTENT

ADVANCE CONCEPTS OF NURSING - I

Unit	Content
Unit -I	Nursing Process Diagnoses Nursing process Component of nursing process Benefit of nursing process Discuss the format of nursing care plan Format of nursing diagnosis Process
Unit -II	Theoretical Frame Works Definition of: Theory, concept, model theoretical frame work Development of nursing theories Conceptual approach Concepts used in nursing practices

Hope, hopelessness, anxiety, aging, Loss-Grieving, caring, spirituality, powerlessness, loneliness, and health

Unit -III Functional Health Patterns

Concepts of FHP's

Enumerate PHP, according to Gordon

Unit -IV Health perception / management pattern

Definition of health, wellness and illness.

Belief or perceptions of health and illness compare and contrast.

Health belief model (HBM)

Implication of HBM

Health promoting behaviour

Nursing measure for promotion of health lifestyle.

Infection control

No smoking

Obesity control

Chronic illness and elderly care

Unit -V Nutrition metabolic pattern concepts of

Nutrition and metabolism

Dietary habits

Beliefs and values related to diets

Over / under weight

Formula daily calories requirement according to weight

Unit -VI Elimination pattern

Elimination concept

Anatomy and physiology of bladder and bowel elimination.

Terminology related to defecation and urination.

Colostomy care

Catheterization

Enemas

Bladder training

Kegal exercise

Bowel training

Unit -VII Activity exercise

Concepts of oxygenation

Mobility and immobility

Exercise

Assessment data of

Activity exercise pattern

Unit -VIII Coping & Stress tolerance

Concept of stress

Stress theory
Stress and distress
(General adaptation syndrome) GA S
Coping strategies

Unit -IX **Sleep rest pattern**
Physiology of sleep
Sleep cycle
REM (Rapid eye movement)
NREM (Non Rapid Eye Movement)
Factor affecting sleep
Noise / environment
Diet
Habits / Personality

Unit -X **Sexuality Reproductive**
Physiology of reproductive system
Sexual identify
Terminology of sexual health
Biologic sex
Gender identify /role
Sexual self concept
Psychodynamic concerns
Biopsychosocial factors
Rape
Homosexuality gays / Lesbian
Heterosexuality

Unit -XI **Role Relationship**
Concept of family
Definition of term
Role conflict
Role ambiguity
Role over load
Role incompetence
Role Bargaining
Role stress
Care giver role strain
Family

Unit -XII **Cognitive perception**
Concept of
Pain / pain threshold
Pain management
Acute / chronic pain
Beliefs related to pain

Pain and culture

Unit -XIII Self perception / Concept

Definition of

Body image

Self concept

Self ideal

Self esteem

Unit -XIV Value Belief

Terminology of

Values, beliefs, attitudes,

Personal and profession values

Values conflict / distress

Ethical dilemma

Concept of

Empathy caring, hope, autonomy, mutuality

Spirituality

One clinical per week

Course Syllabus

Title : **Health Assessment**

Time : 3 Credits

Placement : Year 1, Semester 1

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. The course emphasizes history taking and physical assessment skills and includes weekly lab sessions.

Course objectives

By the completion of this course, students 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 healthy assessment as part of their general nursing practice skills.

6. Apply knowledge of growth and development, anatomy, physiology, and psychological skills in assessment and analysis of data collected.

Teaching / Learning Strategies

Lecture, tutorial, group discussions, lab and self study.

Course expectations

1. Complete all pre class reading prior to class.
2. Participate in class discussion, quizzes, examinations & video sessions.
3. Attends and participates in all laboratory sessions (mandatory).
4. Complete all written assignment, unit tests, and performance in exams on the due date.
5. Practice all skills on each other in a laboratory setting and on patients in various clinical settings under the supervision of facilitators.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final	50%

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1. Bates, B. (1999). A guide to physical examination and history taking (5th ed). Philadelphia: J.B. Lippincott. Chapter 19.
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CONTENT HEALTH ASSESSMENT

Unit	Content
Unit -I	Introduction to course Introduction to Health assessment and FHP Need for health assessment in nursing Concepts of health assessment, data collection and diagnosis Scope of health assessment Documentation
Unit -II	Health perception - Health Management Interviewing skills (purpose and process) Content and format used to obtain health history Process recording Identify own strengths and weaknesses via observation of audiotaped interview

Inspection palpation, percussion and auscultation
Equipment
Procedure and sequence for general assessment
Techniques of Phys. General survey, mental status examination
Documentation

Unit -III Nutrition- Metabolic pattern

Review the structure and function of Nose, Mouth and Throat
Structural land marks
Assessment of the Nose, Mouth, and throat
Documentation

Unit -IV Activity - exercise pattern

Muscle strength, symmetry, size and contour
Range of motion
Lymph nodes
Pulse pressure
Peripheral pulses and BP
Critical observations to assess circulatory status
Landmarks of the chest
Chest contour and symmetry
Respiratory rate and pattern
Tactile fremitus
Chest expansion
Diaphragmatic excursion
Auscultation
Pulse rate, rhythm and pulsation characteristics
PMI
Heart sounds
Documentation

Unit -V Cognitive - Perceptual pattern

Review anatomy and physiology of abdomen, anus and rectum
Assessment of abdomen, anus and rectum
Documentation

Unit -VI Sexuality - Productive pattern

Review the structure and function of the skin, head and neck.
Assessment of the skin, head and neck
Review of A/P sensoriomotor system
Cranial nerve function
Assessment sensory - Neuro system
Deep tendon reflexes
Documentation

Unit -VII Sexuality - Productive pattern

Review of A/P Breast

Assessment of Breast, Axially and genitalia

Axially nodes

Component of genital examination on Male / Female

Component of comprehensive reproductive history

Documentation

Unit -VIII Role - Relationship pattern

Assessment of child and infant

Common procedures for pediatric health assessment

Types of pediatric health assessments

Review class

- (Lab) General survey and mental status
- (Lab) Skin, head and neck
- (Lab) Nose, mouth, and pharynx
- (Lab) Sensory neuro
- (Lab) Abdomen, anus and rectum
- (Lab) Breast, axially and genitalia

Course Syllabus

Title : **Integrated sciences - I**

Time : 3 Credits

Placement : Year 1, Semester I

Course Description

This course is build on and adds recent developments and discoveries to, the concepts and knowledge from the biological and physical sciences already studies by student of diploma in nursing. Knowledge, principles and concepts are brought together in an integrated course, selecting related content form various sciences necessary for a basic understanding of the physiology process in the human body. This is lab based course.

Course objectives

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

1. Describe active and passive transportation across the cell membrane in the body in order to maintain the fluid - electrolyte balance.
2. Discuss selected scientific principles behind the working of various systems in the body.
3. Explain the cellular energy and important physiology and path physiology descriptions, which occur in human body.

4. Demonstrate the degenerative disorders response to external stimuli and metabolic path way.

Teaching / Learning Strategies

Lecture, tutorial, clinical and self study

Course expectations

1. Active participation
2. Completion of assignment on due dates
3. Completion of lab manual
4. Pre reading

Evaluation criteria

Assignment	20%
Mid Term	30%
Final	50%

References

1. Tortora, G. J. & Anagnostakos, N. P (1992). Principles of anatomy and physiology New York Harper & Row.

COURSE CONTENT PHYSIOLOGY

Unit	Content
Unit -I	Introduction to life sciences
Unit -II	Scientific Method Science and the scientific method Similarities and differences between the scientific method and nursing process. Mock lab on safety rules and procedure
Unit -III	Metabolism & Sources of cellular energy ATP and energy of activation for chemical equilibrium
Unit -IV	Fluid - Electrolyte balance Transport across membrane Active transport across membrane Facilitated diffusion and dialysis Sodium potassium pump together with ions and electrolytes.
Unit -V	Acid, base balance Acid base balance and buffers
Unit -VI	Trauma & cellular injury Trauma and alteration in homeostasis

Fluid and electrolyte imbalance
Presentation of data by graph

Unit -VII Metabolism
Metabolism of carbohydrates
Metabolism of lipids
Metabolism of proteins
Structure and classification
Properties of plasma protein and hormones and enzymes

Unit -VIII External stimuli
Nerve impulses and external stimuli
Visual, sound and electrical sensory organs

Unit -IX Degenerative disorders
Aging and tissue degeneration
Review of cardiac physiology
Cardiac impulses
Nervous tissue degeneration
Heart electrophysiology
Blood brain barrier
Stroke and paralysis
Laws which govern cellular respiration
Transport of respiratory gases

Course Syllabus

Title : **Integrated Sciences- I**

Time : 1.5 Credits

Placement : Year 1, Semester I

Course Description

This is a laboratory based course designed to give post RN B.Sc N students an opportunity to review the basic concepts of microbiology required for integrated sciences. Selected topics essential for competent nursing care will be covered. The course will improve their problem solving abilities related to their clinical work in hospital, school and a community.

Course objectives

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

1. Describe various type of microbes, effect of these microbes on human body and how to control the growth of microbes.
2. Describe various defense mechanisms of the body explain deferent mechanism of gene transfer, protein synthesis and mutation.
3. Discuss immune disorder and allergic reaction such as asthma.

Teaching/ Learning Strategies

Lecture, tutorial, clinical and self study

Course expectations

- Active participation
- Completion of assignment on due dates
- Completion of lab sheet

Evaluation criteria

Assignment	20%
Mid Term	30%
Final	50%

References

1. Buton G. R. W (1995). Microbiology for health sciences London lipinocu.
2. Tortora G. J. Funke. R. B. (1995). Microbiology an introduction New York the Benjanum.

COURSE CONTENT MICROBIOLOGY

Unit	Content
Unit -I	Introduction to course Importance in nursing Lab safety rules and procedure
Unit -II	Microbes and health Review of prokaryotic an eukaryotic cells Human cell Algae Fungi Virus Bacterial staining i.e. simple and differential Bacteria Microbial interaction Symbiotic relationship Parasitic relationship Opportunistic relationship

Factors affecting Microbial growth

Physical and chemical factors i.e. Temperature, oxygen, and carbon dioxide and pH

Control microbial growth

Physical factors i.e. temperature pH, pressure, radiation, filtration, osmotic pressure and desiccation.

Chemical factors, i.e. dyes, acids and base, alcohol, halogens and heavy metals and their salts.

Unit -III Immunity

Defense mechanism

First line of defense

Second line of defense

Third line of defense

Specific and non-specific immune responses

Immune disorders

Allergies

Unit -IV Microbial genetics and mutation

RNA and DNA

The mechanism for gene transfer

Protein synthesis and mutation genetic disorders

Labs:

Use and care of microscope

Isolation of normal flora

Bacterial staining

Control of microbial growth

Heat resistance bacteria

Antigen antibody reaction

Course Syllabus

Title : **Computer in Nursing**

Time : 2 Credits

Placement : Year 1, Semester I

Course Description

This course is designed to give post RN students an opportunity to assess data, bibliographic references and powerful analysis procedures. This course focuses the effective and strong nursing practice in today's technical period of modern nursing care. This course also provides a very powerful way for learning and communication.

Course objectives

By the end of this course students will able to;

1. Explain the basic concept and principles of use of computer.
2. Demonstrate the use of computer.
3. Apply the learnt computerized knowledge in preparing their academic assignments.

Teaching/ Learning Strategies

Lecture, tutorial, clinical and self study

Course expectations

- Active participation in class.
- Presents in all practical

Evaluation criteria

Pass / Fail

References

1. Kozier & Erb. (1988). Concepts and Issues in Nursing Practice. Chapter 7. P. 116-129. Computer in nursing and health. California; Addison Wesley.

COURSE CONTENT COMPUTER IN NURSING

Unit	Content
Unit -I	Introduction
Unit -II	WINDOWS
Unit -III	Word 98 2003
Unit -IV	Excel 98 2003
Unit -V	Power Point 2003

Course Syllabus

Title	:	Professional Development
Time	:	3 Credits
Placement	:	Year 1, Semester I

Course Description

This course is designed to provide the participant with an overview of the selected issues confronting the development of nursing as a professional. It will provide a forum for students to reflect upon these issues in relation to the participation's professional life.

Course objectives

On completion of this course students will be able to;

1. Discuss historical influences in impacting the profession of nursing through the world and in Pakistan.
2. Evaluate the impact of social forces affecting the nursing profession in Pakistan.
3. Discuss the image of nursing in Pakistan and in the world.
4. Demonstrate the principles associated with group dynamics.
5. Apply selected concepts of interpersonal process to professional development.
6. Discuss ethical principles related to nursing practice.
7. Apply an ethical framework to situations in nursing practice.
8. Evaluate contemporary political forces impacting the development of nursing as a profession.
9. Analyze the concept of accountability in relation to the individual and group environments.
10. Determine the trends influencing the culture of nursing in Pakistan and throughout the world.

Teaching / Learning Strategies

1. Preparatory reading assignment
2. Stimulus questions
3. Group discussions
4. Small group work / presentation
5. Lecture
6. Use of games and videos
7. Case studies
8. Guest speakers

Course expectations

In order to successfully meet the objectives of the course, the participant will be expected to:

1. Complete pre-reading and stimulus questions as required for each class.
2. Participation in class discussion and presentations
3. Complete all assignments and presentations on the dates due.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final	50%

References

1. Kozier & Erb. (1988). Concepts and Issues in Nursing Practice. Chapter 24. P. 245-262. Small group dynamic. California: Addison Wesley.

2. Sundeen et al. (1989). Nurse client inter action. (4th ed.). Toronto Mosby. Ch p. 8. P. 245-262.

COURSE CONTENT PROFESSIONAL DEVELOPMENT

Unit	Content
Unit -I	Introduction to course
Unit -II	Nursing history Specific historical period in relation to development identify the variety of historical leaders and their contribution.
Unit -III	Image, Status and Role of Nursing Historical overview Shaping society 's view of profession Explore factors which impact on the status of nursing in Pakistan. Implication of nursing image of development Explore the current and changing role of nurse Discuss the action which nurses in Pakistan can take to enhance the image.
Unit -IV	Interpersonal communication assertiveness, non assertiveness, aggression negotiation and collaboration critical thinking and decision making
Unit -V	Group dynamics Definition Group process Group roles and functions Types of groups Discuss what makes effective and infective Phases of group work
Unit -VI	Ethics and Group process Ethical frameworks and case studies
Unit -VII	Power and Politics Define power Powerlessness Authorities Autonomy Inpowerment Types and sources of power Characteristic of power oriented individual

Skill use in power acquisition political
Political process
Political strategies

Unit -IX Professional accountability
Professional organization for nurses
Social obligation of individual nurses towards the development
Responsibilities of being a professional nurse
Strategies
Standards

Unit -X Trends in Nursing
Current trends in profession of nursing in Pakistan
Major issues
Develop and purpose
Group presentation
Exam week

Course Syllabus

Title : **Social science (Sociology and Health)**

Time : 1.5 Credits

Placement : Year 1, Semester I

Course Description

This is a core course designed to introduce the students to the field of sociology cultural anthropology. It focuses on the exploration of the health and illness values, beliefs and practices in general and among 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 transcultural nursing concepts.

Course objectives

By the end of this course students will be able to;

1. Identify major factors influencing human society, social institutions, and cultures.
2. Demonstrate knowledge of human diversity
3. Discuss the relationship between culture and social institutions with a focus on the health care system.
4. Discuss concepts of health, diseases, illness and illness in the context of the three major worldviews.
5. Analyze health related knowledge, beliefs, attitudes and practices of various socio-cultural groups in Pakistan through a cultural assessment in urban squatter settlement.

6. Describe the strategies of a cultural competency when providing health care within a society.
7. Discuss the application of transcultural nursing concepts when providing nursing care to clients.
8. Compare the health status of women from a global perspective.

Teaching / Learning Strategies

Lecture, tutorial, clinical and self study.

Course expectations

1. Active participation in class and field activities
2. Students are expected to participate in all groups presentations either as a presenter or as an audience.
3. Completion of all assignments on due dates.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final	50%

References

1. Schacfer, R. T. and Te Lamm R. P. (1995). Social institution. In sociology; international edition pp. 486-495. New York: McGraw-Hall.
2. Andrews, M. M. and Boyle, J. S. (Eds. (1999). Foundation of transcultural nursing care and a developmental approach to transcultural nursing. In transcultural concept in nursing care 3rd Ed. Pp. 3-220. Philadelphia: Lippincott.

**CONTENT
SOCIOLOGY AND HEALTH**

Unit	Content
Unit -I	Overview of course Social institutions Concepts of culture Cultural values Concepts of health and illness Sociological and ethical theories Major health belief paradigms Indigenous health care system
Unit -II	Transcultural care concepts Competence / trans-culture Assessment model

Leininger's sunrise model
Transcultural nursing care of childbearing women and children
Transcultural nursing care of middle aged and older adults
Cultural assessment presentation

Unit -III Special issues in the delivery of transcultural nursing care
Special issues continued pain, alternative therapies nutrition Pot Luck
Book review presentation

Unit -IV Gender sensitization
Women – the oppressed group

Course Syllabus

Title : Social science (Psychology)

Time : 1.5 Credits

Placement : Year 1, Semester I

Course Description

Psychology is a discipline that influences every aspect of human existence. This course will help the learner understand why people think and act the way they do as well provide insights into one's personal attitude and response to everyday situation and interactions.

Course objectives

One completion of this, course students will able to;

1. Discuss approaches, methods, and interventions of modern day psychology.
2. Consider the psychological basis of consciousness, memory, perception, thought, language and emotions.
3. Relate concepts of personality and life span development to abnormal psychology.
4. Examine the dynamics of social / group behavior.
5. Compare biological and psychological perspectives of human behaviour.

Teaching / Learning Strategies

Lecture, group discussion

Course expectations

1. Attendance and active participation in weekly classes. Classes will start on time late arrival is disruptive to the group an important concepts will be missed.
2. Completion of assignment according to criteria and schedules.

3. Pre-reading of specific chapter (s) prior to class and other homework as assigned.
4. Frequent feedback and suggestions to help meet own and peer's learning needs.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final	50%

References

1. Alkinson, R. L., Atkinson, R.C., Smith, E. E., Bem, D. J., and nolen-Hockscma.
2. S. (1996) Hilgard's introduction to psychology (12th Ed.) Fort Worth, TX: Harcourt Brace and Company.
3. Feldman, R. S. (1993). Understanding psychology (3rd ed.) New York: McGraw-Hall.

**CONTENT
PSYCHOLOGY**

Unit	Content
Unit -I	Course overview Introduction to psychology
Unit -II	Research Methods Research strategies and Ethical issues Five perspectives Relationship between psychology and biology
Unit -III	Neurobiology, and development theories Review of asymmetries of brain Genetics influences on behavior Review of theories Piaget and Erickson.
Unit -IV	Consciousness and its altered states Discuss manning and function of sleep and dreams Altered state concise in meditation, hypnosis and use of drugs Major sleep disorder and their treatments.
Unit -V	Memory Stages and types Remembering and forgetting Useful techniques to improve memory
Unit -VI	Thought and language Acquiring concepts and properties of thought

Problems solving, decision making, an reasoning
Development of language, its structure and function

Unit -VII Mental ability

Defining intelligence and intelligent quotient (IQ)
Assessment of IQ, aptitude and achievement tests.
Ability and environment effecting on intelligence

Unit -VIII Emotions

Components
Relationship of cognition and emotion
Expression

Unit -IX Personality and testing

Nature of personality and influences of heredity and environment
Issues of consistency in personality
Different approaches to understanding personality
Ways of assessing

Unit -X Abnormal psychology

Definition of normal and abnormal behavior
Classification of mental disorders

Unit -XI Abnormal psychology

Introduction to the major groups of psychiatric disorders; anxiety, mood, schizophrenia and personality disorders.
Perspectives on different mental disorders.

Unit -XII Psychological therapies

Introduction
Effectiveness of psychological therapies and impact of culture and gender

Unit -XIII Social psychology

Beliefs, attitudes and stereotyping
How people influence on each other
Conformity, compliance obedience in social settings

Course Syllabus

Title	:	English
Time	:	2 Credits
Placement	:	Year 1, t Semester I

Course Description

This course will focus on reading, note making, summarizing, editing and writing skills of the students, giving special emphasis to individualized redemption.

Course objectives

By the end of this course students will able to;

1. Study independently for acquiring better linguistic skills
2. Locate relevant resources
3. Acquire appropriate reading skills
4. accurately record reference information
5. Take / make effective notes
6. Extract themes and write summaries of nursing related articles
7. Write will organized papers in apa style
8. Edit written assignments
9. Use correct form of specified grammatical items.

Teaching / Learning Strategies

Lecture, tutorial, group discussion and self study

Course expectations

1. Pre-reading
2. Active participation in class
3. completion of assignments
4. studying independently

Evaluation criteria

Assignment	20%
Mid Term	30%
Final	50%

References

CONTENT ENGLISH

Unit	Content
Unit -I	Course overview Library orientation

- Unit -II Skimming**
Skimming and scanning
Identifying main ideas and supporting detail
Extracting themes
- Unit -III APA Style**
Referencing, citations and quotations
Plagiarism
- Unit -IV Note making**
Different ways of taking / making notes
Signpost / signal words
Abbreviations and symbols for note taking / making
- Unit -V Guidelines for summary writing**
View points
- Unit -VI Essay writing process**
Prewriting stage
Writing stage
- Unit -VII Rules for editing**
Unity, cohesion, coherence, mechanics of writing

Course Syllabus

Title	:	Advance concepts in nursing -II
Time	:	6 Credits (3 theory, 3 clinical)
Placement	:	Year 1, Semester I

Course Description

T

his course focuses on development of advanced knowledge and skills in relation of normal body function and physiology changes which usually occur as result of illness as well as the body remarkable ability to compensate for these changes.

Course objectives

By the end of this course students will able to;

1. Relate normal body functioning to the physiological changes that occur as result of illness.
2. Distinguish among physiologic and pathologic signs and symptoms of human body.

3. Determine rationales of drug therapy and particular diagnostic methods in specific disease process.
4. Analyze pathological process that takes place in normal health process.
5. Demonstrate professional responsibility and accountability in clinical practice.

Teaching / Learning Strategies

Pre-reading, assignments, lectures, small group discussion, role play, individual presentation and pre-post conferences.

Course expectations

1. Participation in class
2. Weekly clinical practices
3. Written nursing care plans in clinical area.
4. Completion of assignment and exam
5. Active participation in pre-post conferences / tutorials.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final Exam	50%

CONTENT ADVANCE CONCEPT NURSING - II

Unit	Content
Unit -I	<p>Nutrition metabolic pattern Alteration in body fluids Properties of body water Alteration in fluid volume and distribution Electrolyte disorder Alteration in acid base balance</p> <p>Gastrointestinal disorders Peptic ulcer Cirrhosis of liver Cholelithiasis Cholelithiasis Diabetes mellitus</p>
Unit -II	<p>Elimination Pattern Renal function Kidney structure and function Action of diuretics Congenital disorder Obstructive disorder Urinary tract infection</p>

Acute and chronic renal failure
Neoplasm
Genitourinary function
Alteration in bladder function
Cancer of bladder

Unit -III Activity exercise pattern
Respiratory system
Gas exchange
Disorder of pleura
Obstructive lung disorder
Pulmonary vesicular disorders
Interstitial lung diseases
Respiratory failure
Asthma
Cancer of lung

Musculo - skeletal system
Rematiod arthritic
Osteopathics
Bone injures
Cardiovascular system
MI
Angina
Valvular heart disease
Heart failure
Congestied cardiac failure

Unit -IV Coping and stress tolerance pattern
Stress theory

Unit -V Sleep rest pattern
Sleep disorder

Unit -VI Sexuality reproductive pattern
Pathophysiology AIDS

Unit -VII Cognitive perceptual pattern
Pain theory
Gait theory

Course Syllabus

Title : **Integrated sciences -II**

Time : 2 Credits

Placement : Year 1, Semester I

Faculty :

Course Description

This course is designed to provide an educational experience in chemistry to the B.Sc Nursing degree program. Selected topic for competent nursing care will be dealt with in the laboratory component, which is including providing opportunities for practical hands on science work.

Course objectives

At the end of this course students will able to;

1. Explain the chemical composition of basic bio-molecules, their function and their metabolism in the body.
2. Describe the physical factors, which stimulate responses in the human body.
3. Discuss selected scientific principle behind the working of various systems in the body.
4. Carry out diagnostic procedure and therapeutic nursing care requiring accurate knowledge of related science principle and facts.

Teaching / Learning Strategies

Pre-reading, lectures, Lab work, group discussion, presentation, quiz and self study.

Course expectations

1. Active participation in class and lab.
2. Completion of assignments and tests on dates due.
3. Completion of lab sheets.
4. Pre-reading.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final Exam	50%

REFERENCES

1. Sackheim, G. I. (1990). Chemistry for the health sciences. New York: Macmillan.
2. Porth, C. H. (1986). Pathophysiology concepts of altered health status. New York. J. B. Lippincott.
3. Titora, G. J., & Anagnostakos, N.P. (1987). Principle of anatomy and physiology. Nw York: Harper & Row.
4. Guyton, A.C. (1991). Text book of medical physiology (8th Ed). New York; Loppincott.

CONTENT

ADVANCE CONCEPT NURSING - II

Unit	Content
Unit -I	Organic chemistry Review of structural formula and Isomers Bonding ability of carbon and hydrocarbon Functional groups and alcohol, aldehyde, ketone, amines Lab: Properties of organic compound
Unit -II	Intra-molecular Forces: Review of bonding Forces between molecules Its effect on water and other molecules of biological importance
Unit -III	Redox and metabolism Chemical reactions and redox Different types of reactions common in the body Anabolism and catabolism
Unit -IV	Liquid mixture Liquid solution Their measure in normal, molar, osmolar and mEqs Redox reaction (Lab)
Unit -V	Fluid-Electrolyte balance Transport across membranes Active transport Facilitated diffusion and dialysis Sodium potassium pump together with ions and electrolytes. Lab: Liquid Mixture Lab: transport across membranes
Unit -VI	Source of cellular energy ATP and energy of activation for chemical equilibrium.
Unit -VII	Acid - Base balance Acid -base balance and buffers. Relation to the respiratory system Relation of pH and respiration Lab: Buffers
Unit -VIII	Radioactivity Radioactivity in medicine. Therapeutic and diagnostic
Unit -IX	Metabolism: A: Metabolism of carbohydrate: Structure and classification of carbohydrate

Metabolic pathway for carbohydrate degradation.

B: Lab: Metabolism
Metabolism of lipids
Structure and classification of lipids
Lipid metabolism and cholesterol.

Lab: Carbohydrate
Structure and metabolism of protein
Structure of protein
Lab: Lipids

C: Properties of plasma protein
Lab: Protein
D: Hormones and Enzymes

Course Syllabus

Title : **Integrated sciences -II**
Physics

Time : 1 Credit
Placement : Year 1, Semester II
Faculty :

Course Description

This course is designed to provide an educational experience in physics to the B.Sc Nursing degree program. Selected topic for competent nursing care will be dealt with in the laboratory component, which is including providing opportunities for practical hands on science work and emphasis interdependency of nursing with pure sciences.

Course objectives

At the end of this course students will able to;

1. Explain those concepts of physics, which are essential for he practice of nursing.
2. Demonstrate knowledge of scientific process skills, such as; observing, inferring, classifying, measuring. Communication and predicting.
3. Show an appreciation of role played by science in understanding natural phenomena and its application in nursing.

Teaching / Learning Strategies

Pre-reading, lectures, Lab work, group discussion, presentation, quiz and self study.

Course expectations

1. Active participation in class and lab.
2. Completion of assignments and tests on dates due.
3. Completion of lab sheets.
4. Pre-reading.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final Exam	50%

REFERENCES

1. Filtter, H.H. (1989). Physics in Nursing. St. Louis: Cu Mosby
2. Lankford, T.R. (1984). Integrated sciences for Health students. Verginia: Reston Co.
3. Keithjohnsen, (1996) Physics for you. Stanley thornis Ltd. England.
4. Bah, A.B.S. (1989). Science for nurses Babalola. C. babaski.

CONTENT

Integrated sciences -II Physics

Unit

Content

Unit -I

Response to external stimuli
Nerve impulses and external stimuli i.e.
Visual, sound and electrical.

Lab: Sensory organs

Unit -II

Elimination and obstruction in the body.
Principles of fluid flow.
Poisseeuille's Law to blood flow.
Application of other physical phenomena to the flow of fluids.

Unit -III

The gas laws

1. Gas Laws

- a. Boyle's law
- b. Charles's law
- c. Guy-Lussacs law

Application of the gas laws in nursing, gas laws applicable to the respiratory process.

Effect of changes in atmospheric pressure on the physiology of the human body.

Lab: Gas Laws

Unit -IV Magnets and Magnetism:

1. Natural and artificial magnets
2. Properties of magnets
3. Theory of magnetism
4. Magnetic field and magnetic lines of force
5. Application in nursing

Lab: Magnets and magnetism

Course Syllabus

Title	:	Community health nursing
Time	:	5 Credits
Placement	:	Year 1, Semester II
Faculty	:	

Course Description

This course is designed to familiarize students to community health nursing students attending this course will reflect and understand the social dynamics that are common in society and the various factors that contribute to ill health. In addition, they will understand the role of the health system in the prevention and promotion of health in Pakistan.

Course objectives

By the end of this course students will able to;

1. Understand the concept of community health.
2. Analyze the need of community health nursing in Pakistan
3. Identify the social, behavioral, and cultural factors that, need to be addressed to improve the health of an individual or community.
4. The primary health care in Pakistan.
5. Identify various high risk groups.
6. Define the health system in Pakistan.
7. Describe the role of the health system in addressing the problems of high risk groups.
8. Identify the environmental health hazard
9. Discuss the role of CHN in epidemiological surveillance.

Teaching/ Learning Strategies

Lecture, group discussion, group assignment

Course expectations

1. Pre-reading preparation for class.
2. Participation in class discussion.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final Test	50%

REFERENCES

Selected reading material

1. Stadnhop, M. Lancaster, J. (1992) Community health nursing: process and practice for promoting health. London C.V Mosby.
2. Rattan, V. (1992). Preventive and social Medicine. India: Jaypee Ilyas, M. (1992). Community Medicine Time Traders Karachi.

CONTENT COMMUNITY HEALTH NURSING

Unit	Content
Unit -I	Introduction to community health nursing Compare community health to public health nursing (CHN) Historical development of CHN Implication of ethics in CHN practice Analyze the need for community health nursing in Pakistan and similarities and difference between CHN v/s Hospital, nursing. The roles and responsibilities of a community health nurse.
Unit -II	In- Depth of primary health care (PHC) strategy Discuss the significance of PHC Analyze the different elements of PHC Discuss how they are operationalized in Pakistan
Unit -III	Community as a client Strategies to improve community health. Community diagnosis by data collection and interpretation. Data collection methods Problems analysis

- Problems priorities
Implementation for community health.
Evaluating intervention for community health .
- Unit -IV Current status of the health care in Pakistan**
World health issues of developed and developing countries.
Health agencies in Pakistan at the local, national and international level.
Health problems of Pakistan
Trends affecting on health
Pakistan health care system
Pakistan nurses manpower development at PHC level.
- Unit -V Environmental health safety**
Definition and basic concepts of environmental health and its scope.
Current environmental issues in Pakistan and its relation to the environmental situation of the world.
- Unit -VI Epidemiology surveillance**
Data collection system
Epidemiology concepts and approach
Sources of vital and health statistics
Health indicators

Course Syllabus

Title	:	Epidemiology
Time	:	2 Credits
Placement	:	Year 1, Semester II
Faculty	:	

Course Description

This course will provide the students with the knowledge and skill of using epidemiological concepts in diagnosing, planning and evaluating programs in the community. In addition the students will be able to make inferences on the impact population demographics on social and health status in Pakistan.

Course objectives

By the end of this course students will able to;

1. Define epidemiology
2. Illustrate the general use of epidemiology
3. Differentiate between descriptive and analytic epidemiology
4. Illustrate the use of a model of the natural history of a disease as a base for community intervention.
5. Describe the common epidemiological methods.
6. Describe the steps of an epidemiological investigation.

7. Calculate incidence and prevalence from a given data.
8. Interpret the relevance of epidemiological research findings to community health nursing practice; and
9. Discuss the impact of population growth on the socioeconomic and health status in Pakistan.

Teaching / Learning Strategies

Lecture, discussion, self study

Course expectations

- ↳ Pre-reading preparation for class.
- ↳ Participation in class discussion.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final	50%

REFERENCES

1. Valanis, B. (1992). Epidemiology in nursing and health care 2nd ed. New Delhi: Prentice-Hall.
2. Standhope, M. & Lancaster, J. (1992). Community health nursing. London: C.V. Mosby.
3. Vanghan, J. P. & Morrow, R. H. (1989). Manual of epidemiology for district health management. Geneva. WHO.
4. Mausner, J.S. & A. K. Bahn (1974). Epidemiology: AN introductory text. London: W.B. Saunders.
5. Lilienfeld, P K & Stolley P. D. (1994). Foundation Epidemiology 3rd Ed. London: Oxford University Press.

CONTENT EPIDEMIOLOGY

Unit	Content
Unit -I	<p>Introduction of Epidemiology Definition and use of epidemiology Natural history of disease Agent, environment and host Disease process Levels of prevention Epidemiological methods Descriptive - person, place and time Analytical (prospective, retrospective and cross sectional studies) Intervention / experimental</p>

Evaluation
Source of data
Population statistics
Vital statistics
General mortality
Morbidity rates
Maternal and infant rates

Unit -II Epidemiological transitions in disease patterns
Population changes (Population pyramid)
Factors affecting population change (dependency ratio, sex ratio)
Changes in life expectancy
Changes in major causes of death
Changes in age/ sex distribution

Unit -III Screening
Identification of risks
Patterns of morbidity in different age groups
Investigating nature of disease
Surveillance of the health status of the population
Diagnosis, planning and Evaluation of community health Services

Unit -IV Determinants of disease in individuals and community
Factors influencing disease causation web of causation
Identification of risks groups
Surveillance of the nature of disease in relation to the health status of the population
Diagnosis, planning and Evaluation of community health Services

Unit -V Clinical application of epidemiological

Course Syllabus

Title : **Introduction to Management**
Time : 2 Credits
Placement : Year 1, Semester II
Faculty :

Course Description

This course is designed to provide post RN students with opportunities to develop management and leadership knowledge and skills according to the needs of Pakistan. Nurses will study their roles and responsibilities in order to function effectively as a head nurse or manager in their respective departments. In addition, managers will address current trends and issues of nursing management at the national level. Finally, nurses will be sensitive to women's roles in management in Pakistan.

Course objectives

After completing the course, the participants will be able to;

1. Introduce the concept of management, and its theories.
2. Discuss the basic function of management.
3. Explore the organizational theories and structure.
4. Describe the role and responsibilities of nurse manager.
5. Explore various issues faced by nurse manager / women managers.

Teaching / Learning Strategies

Lecture, small group discussions, presentations, situational problems, case studies.

Evaluation criteria

Assignment	20%
Mid Term Paper	30%
Final Paper	50%

REFERENCES

1. Sullivan. J. E. & Decker. J.F. (1999). Effective Management in nursing.
2. Kron. T & Gray. A. (1987) The management of Patient care (6th Ed). Philadelphia. W.B. Saunders.
3. Alfred. S. (1998) Leadership and Management for nurses (2nd Ed.).
4. Zerwekh. J. & Claborn. C.J. (1994). Nursing Today transition and trends Philadelphia. W.B. Saunders.

CONTENT

Introduction to Management

Unit	Content
Unit -I	Introduction of Management

Define the concept of management
Explain the management process
List of principal of management
Discuss the managerial skills
Discuss the theories of management

Unit -II Basic function of management

Planning

Introduce planning
Criteria of good plan
Setting objectives
Discuss T. Management
Discuss budgeting

Organizing

Discuss Mission, vision, philosophy
Explain the characteristic of good organization
Discuss the organization chart

Directing

Discuss the leadership
Discuss the problem solving
Discuss the decision making process

Staffing

Define staffing
Discuss the assignment system for staffing
Discuss the case method
Discuss the team method
Discuss the primary method

Controlling

Discuss the performance appraisal
Discuss the purposes
Discuss the methods
Discuss the counseling

Supervision

Explain the supervision
Explain the purposes
Explain the factors
Explain the qualities of good supervision

Unit -III Organizational theories

Introduce organization theories
Explain what is organization?
Explain the function
Discuss the types of organization structure
Discuss the elements
Discuss the health services organization

Unit -IV Role and responsibilities of managers

Discuss the managers roles
Discuss the factors effecting nurse manger
Discuss the responsibilities
Discuss the communication
Discuss the co-ordination
Discuss the consultation

Unit -V Conflict resolution and management

Define the conflict
Discuss the types
Discuss the conflict resolution

Unit -VI Problems and Issues

List the current problem and issues of head nurse in Pakistan.
List the issues in the wards/units faced by H.N
Discuss the strategies for resolving problems

Unit -VII Problems & Issues of women's mangers

List the women's issue & problem of managing in Pakistan

Supervision

Explain the supervision
Explain the purposes
Explain the factors
Explain the qualities of good supervision

Unit -VIII Organizational theories

Introduce organization theories
Explain what is organization?
Explain the function
Discuss the types of organization structure
Discuss the elements
Discuss the health services organization

Unit -IX Role and responsibilities of manger

Discuss the managers roles
Discuss the factors effecting nurse manager
Discuss the responsibilities
Discuss the communication
Discuss the co-ordination
Discuss the consultation

Unit -X Conflict resolution and management

Define the conflict
Discuss the types
Discus the conflict resolution

Unit -XI Problems and issues

List the current problem and issues of head nurse in Pakistan.
List the issues in the wards / units faced by H.N
Discuss the strategies for resolving problems

Unit- XII Problems & Issues of women's managers

List the women's issue & problem of managing in Pakistan

Course Syllabus

Title : **Fundamental of counseling and guidance**

Time : 2 Credits

Placement : Year 1, Semester II

Faculty :

Course Description

This course is designed to develop skills necessary to provide personal support to student nurses, assist/support them to clarify issues and to guide them accordingly.

Course objectives

By the end of the course the students will able to;

1. Describe different models and techniques of counseling
2. conduct and discuss a self awareness exercise
3. Discuss counseling problems including difficult situations (teaching, supervision and evaluation.)
4. Discuss issues/ problems that students nurses seek counseling.

Teaching/ Learning Strategies

Lecture, tutorial, group discussion, self-study

Course expectation

- ↳ Pre-reading and preparation for class.
- ↳ Participation in class discussion.

Evaluation criteria

Assignment	20%
Mid Term test	30%
Final Paper test	50%

REFERENCES

1. Wylie, T. (1980). Counseling young people. Lancaster: national youth bureau.
2. King, (1990). Affective education in nursing.
3. _____ (1994). All you want ot knw about counseling. Nursing times.

4. Gorden, R.L. (1980). Interviewing strategy, techniques and tactics. New York: Dorsey Press.
5. Murgatroyd, S. (1985). Counseling and helping. London: British Psychological society.

CONTENT
COUNSELING AND GUIDANCE

Unit	Content
Unit -I	Introduction course Expectations Introducing self
Unit -II	Self awareness Johari window
Unit -III	Define counseling The nature of counseling relationship Counseling task Principles of counseling Do's and don'ts of counseling
Unit -IV	Skills necessary for counseling Affective skills Expressing empathy Demonstrating positive regard Developing trust Communication Attending behavior listening skills Paraphrasing Reflecting feelings Summarizing content Providing assistance
Unit -V	Counseling approach Information oriented interview Experiential interview Behavior modification interview
Unit -VI	Steps for effective interviews
Unit -VII	issues / problems of students nurses Practice session

Course Syllabus

Title	:	English -II
Time	:	2 Credits
Placement	:	Year 1, Semester II

Course Description

This course will be develop enhance the learners writing skills appropriate to an academic environment.

Course objectives

By the end of the course the students will able to;

1. Read and analyze the different text types.
2. Use correct forms of all grammatical items
3. Edit their own and peers work.
4. Write different text types using syntax and structures accurately.

Teaching / Learning Strategies

Lecture, tutorial, group discussion and self-study

Evaluation criteria

Assignment	20%
Mid Term test	30%
Final	50%

REFERENCES

1. Arnaudet, M.L, & Barret, M.E. (1984). Approaches to academic reading and writing. Englewood eliffs, NJ: Prentice-Hall.
2. Murphy, R. (1989). Grammar in use: Reference and practices for intermediate students of English. New York: Cambridge University Press.
3. Lagan. J. (1987). College writing skills. New York: McGraw Hill.

CONTENT ENGLISH

Unit	Content
Unit -I	Sentence and structure Sentence structure / patterns Subject verb agreement Parallelism

Sentence fragments
Run on sentences
Misplaced modifiers
Dangling modifiers

Unit -II **Descriptive writing**
Use of descriptive writing
Specific vocabulary
Elements of description

Unit -III **Narrative writing**
Elements of narration
Reported speech

Unit -IV **Compare and Contrasts**
Cohesive devices
Specific vocabulary
Patterns showing compare and contrast

Unit -V **Cause and effect**
Cohesive devices
Specific vocabulary
Cause and effect relationship

Unit -VI **Persuasive writing**
Elements of persuasive writing
Planning an argument
Logical fallacies
Pros and cons of persuasion / arguments
Position paper

Course Syllabus

Title : **Advanced nursing concepts -III**
Time : 6 Credits (3 theory and 3 practical)
Placement : Year 2, Semester III

Course Description

This course introduces a holistic approach to psychiatric mental health nursing by applying the nursing process to models of promotion, prevention, and care diverse settings. Personal and cultural psychiatric nurse within the mental health system are integrated.

Course objectives

On the end of the course the students will 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 psychiatric mental health nursing.
3. Explain the major classes of mental illness with therapeutic nursing interventions.
4. Recommend ways to promote mental health prevent mental illness.

Teaching / Learning Strategies

Lecture, discussion, group assignment

Course expectations

1. Pre-reading of assigned articles
2. Active participation in class, clinical and clinical conferences
3. Meeting of evaluation criteria on dates due
4. Appropriate feedback with suggestions to help meet own others learning needs.

Evaluation criteria

Assignment	20%
Mid Term	30%
Final	50%

CONTENT ADVANCE CONCEPT -III

Unit	Content
Unit -I	Mental health and mental illness Introduction of the course Personal and cultural perceptions, values, and beliefs about mental health and mental illness.
Unit -II	Therapeutic communication Anxiety disorder and anti anxiety medications Panic disorder Obsessive compulsive disorder Mental status examination Mental disorders and nursing process PTSD Self awareness Self concept / self -esteem Mood disorders and mood stabilizers Depression Family therapy

Manic depressive psychosis

- Unit -III Schizophrenia**
Altered thought process
Personality disorders
Borderline personality
Passive – aggressive personality
Antipsychotic medications
- Unit -IV Therapeutic interventions**
Cognitive and behavioral therapies
Suicide
Therapeutic interventions
Occupational therapy
Impaired verbal communication
Anger management
Crisis intervention
Ineffective individual coping
Ethical and legal issues
Community mental health
Mental health promotion
Mental illness prevention

Course syllabus

- Title** : **Nursing Research**
- Time** : 3 Credits
- Placement** : Year 2, Semester III

COURSE DESCRIPTION

An introduction to nursing research with emphasis on the steps of the research process and critical appraisal of existing nursing and related health literature. The course also stresses the application and relationship of research to nursing practice, education and administration.

COURSE OBJECTIVES

On completion of this course student will be able to :

1. Recognize the research process as a systematic approach to thought and the generation of nursing knowledge.
2. Identify the role of nursing research in the development of a body of nursing knowledge which promotes nursing as a scientific discipline.
3. Identify ethical issues and regulations used in the protection of human subjects and the conduct of research .

4. Evaluate current research literature in nursing and related health fields with regard to its use of research methodologies, reliability, validity, application of findings, and importance to the advancement to nursing knowledge
5. Promote the application of published nursing research study reports to one of the fields of nursing practice.

TEACHING / LEARNING STRATEGIES

Lecture, discussion, group work, self study

EVALUATION CRITERIA

Assignment	20%
Mid Term	30%
Final	50%

References

1. Eisenhauer, L.A. (1998). The reconstruction of professional knowledge. *Journal of Nursing Education* 375 1-52.
2. Fitzpatrick, J.I (1997) Unlimited power and other rich fantasies of research and clinical. *Applied nursing research*, 10(2), 56-57

CONTENT NURSING RESEARCH

UNIT I	Define research and nursing research Importance of research Historical trends Areas of high priority for nurse researchers
UNIT II	Historical context for ethical codes Ethical principles Human rights Consent process Risk- benefit ratio Ethical information
UNIT III	Research problem Source Research problem Significance, research ability feasibility Hypothesis Question in research Conceptual operational & definitions Process for identifying and locating research sources Literature review

UNIT IV	Purposes and characteristic of theory Theories, conceptual models and framework Relationship of concepts and valuables Framework
UNIT V	Relationship of the research problem, question / hypothesis and framework In the study design Experimental, quasi experimental and non-experimental Quantitative research design Types of design validity Elements Critique
UNIT VI	Compare and contract qualitative with quantitative research Phenomenology grounded theory, ethnography and historical research Components of a qualitative study Types of triangulation
UNIT VII	Purpose and features of a research critique Role of nurses Critique
UNIT VIII	Concepts related to sampling theory Probability and non-probability sampling Types of samples and characteristics Sampling approach
UNIT IX	Measurement theory and its relevant concepts Types of measurement errors Reliability and validity Measurement techniques
UNIT X	Levels of measurement Descriptive and inferential statistics Principle of a sampling Type I error and type II error Purpose Uses of parametric and non parametric test Evaluate presentation of statistical information
UNIT XI	Continuum along which research utilization can occur Current status Scale Steps of the research utilization process Strategies to promote the utilization of nursing

Course syllabus

Title : **Biostatistics**

TIME : 3 Credits

PLACEMENT : Year 2, Semester III

COURSE DESCRIPTION:

This Course is designed to provide students with the knowledge and skills to present and analyze data in community and make an inference/decision about a given population. In addition, students will be introduced to basic concepts of Biostatistics.

COURSE OBJECTIVES:

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

1. Illustrate the use of scientific reasoning
2. Identify different kinds of data;
3. Demonstrate how to organize and present data;
4. Illustrate steps involved in calculating large samples ;
5. Understand methods of statistical inference; and
6. Compute a statistical test to compare the difference of two means.

TEACHING LEARNING

Lecture, tutorial, group discussion. assignment self- study

COURSE EXPECTATIONS:

Pre-reading and preparation for class Participation in class discussion.

EVALUATION CRITERIA:

Assignment	20%
Mid Term Test	30%
Semester Test	50%

REFERENCES:

Saunders, B.D. & Trapp, R.C. (1994). Basic and clinical biostatistics. (2nd. Ed.). New Delhi: Prentice-Hall.

COURSE CONTENTS BIOSTATISTICS

UNIT

CONTENT

Unit - I

INTRODUCTION TO BIOSTATISTICS

Definition of biostatistics

Scope of biostatistics in health care

Logic of scientific reasoning: inductive and deductive.

Unit - II SCALES OF MEASUREMENT

Nominal
Ordinal
Numerical
Ratio
Percentages, proportions, rates

Unit - III PRESENTING DATA

Tables and graphs for nominal and ordinal data frequency (contingency table, bar chart)
Tables and graphs for numerical Data
Stem and Leaf plot
Frequency tables
Histograms, box and whisker plots, and frequency polygons

Unit - IV SUMMARIZING DATA

Central Tendency
Mean, median and mode
Measures of spread (dispersion)
Normal distribution
Range
Standard Deviation
Percentiles when to use different measures of dispersion
Types of measures to use with nominal data

Unit - V MAKING INFERENCE FROM DATA

Z- test
Confidence interval
P value
t- test
Chi-square test

Course syllabus

Title : **Psychology of Learning**

Time : 3 Credits

Placement : Year 2, Semester III

COURSE DESCRIPTION:

The purpose of this course is to prepare the student teacher to recognize and respond appropriately to assist students to learn successfully. The factors affecting learning such as motivation, age, gender, intelligence, learning disability, anxiety, self-concept and self-esteem will be discussed. The student will also be able, to recognize the effects of group behavior on achievement and discipline in the

classroom setting and student will be provided with strategies for positive climate setting for learning.

COURSE OBJECTIVES:

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

1. Describe four types of learning theories.
2. Propose teaching strategies that reflect each type of learning theory.
3. Describe the conditions that affect learning.
4. Develop a strategy to enhance learning in response to the condition that is affecting a student's success in learning.
5. Describe methods to use in setting a positive climate for learning.
6. Identify the effects of group behaviour on achievement.
7. Propose strategies to maintain student attention in the learning situation.

TEACHING/ LEARNING STRATEGIS

Lecture, discussion, and audio-visual aids

EVALUATION CRITIREA:

Assignment	20%
Mid Term	30%
Final	50%

References

1. Hamachet, D.E., Psychology in teaching, Learning and Growth", Second Edition, Allyn Additional Resources:

Additional Resources:

1. N., "Altschul's Psychology for Nurses". Bailliere Tindall. 1991.
2. Bernard, H.B., "Psychology of Learning and Training". Third Edition,
3. MegGraw-Hill Book Company, Toronto 1972. Cronbach. L.J., "Educational Psychology". Third Edition,
4. Harcourt, Brace, Jovanovich, Inc., New York, 1977. Manzoor H. Arif "Advanced Educational Psychology". Z.A Printers Lahore, 1992. Sinclair, H.C Faweett,

UNIT

CONTENT PSYCHOLOGY OF LEARNING

UNIT 1

Learning Theories
Cognitive Theories
Stimulus - Response Theories

Discovery Learning
Reinforcement Methods

- UNIT II** **Conditions Affecting Learning: Motivation**
What is motivation?
Effects of Praise and Criticism
Consequences of Success and Failure
Effects of Competition and Co-operation
- UNIT III** **Conditions Affecting Learning Self Concept**
The Self, Self-concept, Self-esteem
Effect of early School Failure
Self- Concept and Achievement
Interrelationship between Self-concept, Anxiety and achievement
Strategies to enhance Self-concept and Achievement
- UNIT IV** **Conditions Affecting Learning: Age-Adolescence**
Developmental Tasks of Adolescents
Influences on Adolescent Achievement
- UNIT V** **Conditions Affecting Learning: Age - The Adult**
Characteristics of Adult Learners
Self-concept, Self-esteem and Achievement in Adults.
Theories of Adult Development
Self-directed Learning
- UNIT VI** **CONDITIONS AFFECTING LEARNING: GENDER**
Male and Female Abilities: Myths and Realities
The Psychology of Women's
Women in Education - Strategies for Empowerment
- UNIT VII** **Conditions Affecting Learning: Intelligence**
Intelligence and Creativity
Aptitudes
Testing for Intelligence and Aptitudes
Learning Disabilities: Nature and Types
Methods of Detecting Disabilities
Strategies to Assist Students
- UNIT VIII** **GROUP BEHAVIOUR**
The Psychology of Group Behavior
Creating a Positive Classroom Climate
Strategies for Positive Classroom Management

Course syllabus

Title : **principles & methods of teaching**

TIME : 2 Credits

PLACEMENT : Year 2, Semester III

COURSE DESCRIPTION:

This course emphasizes Teaching as a profession and is designed to enable the student teacher to become familiar with the teaching techniques. Time will be given to the actual demonstration and practice of the various teaching methods and actual hands-on use of audio-visual aids. The students will be given the opportunity to create their own audio-visual aids.

COURSE OBJECTIVE:

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

1. Identify the characteristics of good teaching and assess the practice of teaching as a profession
2. Discuss the advantages and disadvantages of a variety of teaching methods
3. Assess the practice of a variety of teaching methods by observing selected role models
4. Develop and use selected audio-visual aids. Practice utilizing teaching methods of their choice and obtain feedback from their peers.

TEACHING/ LEARNING STRATEGIES

Lecture, discussion and demonstration, role modeling

EVALUATION CRITERIA

Assignment	20%
Mid Term	30%
Final	50%

References

Required Reading: as assigned by Instructor.

1. Abbey, D.S., "Now See Hear! Applying Communication To Teaching", Profiles of Practical Education No.9, Ontario Institute for Studies in Education, 1973.
2. Barrows, H.S. Tamblyn, R.M., "Problem Based Learning: An Approach to Medical Education", Springer Series on Medical Education, Volume I, Springer Publishing Company, New York, 1980.
3. Curzon, L.B., "Teaching in Further Education: An Outline of Principles and Practice", Holt, Rinehart and Winston, Toronto, 1985.
4. Foley, R.P. Smilansky, J., "Teaching Techniques: A Hand Book for Health Professionals", McGraw-Hill Book Company, Toronto, 1980.

UNIT	CONTENT
	Principles and Methods of Teaching
UNIT 1	THE PRACTICE OF TEACHING What is teaching? Characteristics of a good teachers Preparation for teaching nursing
UNIT II	THE LECTURE METHOD Characteristics of good lecture Appropriate use of the lecture method Advantages and disadvantages of the lecture method Planning for class presentation
UNIT II	THE INQUIRY METHOD Characteristics of the inquiry method Appropriate use of the inquiry method Advantages and disadvantages of the inquiry method Questioning skills
UNIT IV	THE DISCUSSION METHOD Characteristics of the Discussion Method Appropriate use of the Discussion Method Advantages and disadvantages planning for seminar discussion
UNIT V	THE CASE STUDY METHOD Characteristics of a good case study Appropriate use of the case study method Advantages and disadvantages
UNIT VI	THE USE OF AUDIO-VISUAL AIDS The blackboard and/or while board The over head projector The slide projector, the film strip projector The film projector, the loop projector The video playback unit The audio cassette recorder The poster presentation
UNIT VII	THE SELF DIRECTED LEARNING METHOD Characteristics of a good self-directed study design Appropriate use of self-directed study programs Advantages and disadvantages of self directed study program

UNIT VIII ROLE MODELS

Demonstration of various styles of teaching

UNIT IX CLASS ROOM PRACTICE SESSION

Course Syllabus

Title : **Clinical teaching & Clinical Supervision**

Time : 3 Credits

Placement : Year 2, semester III

Course Description

This course is designed to provide the opportunities to the post RN students to become an effective clinical teacher. It will also help into develop supervisory skills.

Course Objectives

By the end of this course students will be able to,

1. Discuss the concept of clinical supervision
2. Demonstrate act and internet with client, students and other health professional in work setting!
3. Develop supervisory skills, problem solving & decision-making and bedside teaching.

TEACHING / LEARNING STRATEGIES

Pre-reading, small group discussion, role-play, lecture, presentations.

COURSE EXPECTATIONS

1. Pre-reading
2. Completion of assignment
3. Presentations

EVALUATION CRITERIA

Assignment	20%
Mid term	30%
Final exam	50%

References

1. Goldhammer. R. Anderson, R.H. Krajewski, R.J. (1993). Clinical supervision: special method for supervision of teacher. (3rd Ed) Philadelphia: Hurcourt Brace College Publishers.

2. Supaletchimi katherason, BN MHPED, R.N (1998) Nurse educator.V23, N 5 September/ October.
3. Schweer J, Gebbie K: 1976, Creative Teaching in Clinical nursing, ed 2. St. Louis, C.V, Mosby Co.

UNIT	CONTENT
	Clinical teaching & clinical supervision
	Introduction
UNIT – I	Clinical supervision Definition Purpose Importance in practice
Unit - II	Supervisory skills Planning Directing Evaluating
Unit - III	Use of Model in clinical supervision Nursing process as a model Five stages model of supervision
Unit - IV	Clinical Teaching Effective clinical teacher Professional skills Knowledge competence Role model Future directions
Unit - V	Instructional process skill Providing organization & clarity Group instructional skills Promoting learning through group discussion

Course syllabus

Title	:	English III
Time	:	2 credits
Placement	:	Year 2, semester III

Course description

This course will focus on speaking and writing tasks relevant to the role of a professional nurse leader. The major focus is on public speaking, writing for academic and administrative purposes.

Course objectives

By the end of this course, students will be able to:

1. Meet, greet, and initiate conversation with people.
2. Write minutes and agendas.
3. Write scholarly papers.

Speak before an audience, act as master of ceremony, participate in panel discussions, arrange and speak in seminar / conferences and present papers at national / international forums.

TEACHING/ LEARNING STRATEGIES

Lecture, tutorial, group discussion and self study

COURSE EXPECTATIONS

1. Pre-reading
2. Active participation in class
3. Completion of assignments
4. Studying independently

EVALUATION CRITERIA

Assignment	20%
Mid Term	30%
Final	50%

References

1. Lamb, S.E. (1998). How to make meeting work. London: Kogan Page.
2. Axelrod, R. B. & Cooper, C.R. (1990). Reading critically, writing well: A reader & guide. (2nd Ed.)
3. Axelrod, R.B., & Cooper, C.R. (1994) The St. Martin's Guide to Writing. New York: St. Martin's press.

COURSE CONTENT ENGLISH

Content	Course overview
Unit -I	Formal Meeting & Minutes Agenda writing Role of chair/ participants in a formal meeting

Proceeding of a formal meeting
Minutes writing

Unit - II **Public Speaking**
Impromptu speaking
Panel discussion
Public speaking
Training for master of ceremony

Unit - III **Meeting & Greeting**
Initiating conversation with people
Cross-cultural sensitively in communication
Professional grooming

Unit - IV **Scholarly Paper**
Guidelines for writing a scholarly paper
Write a scholarly paper in APA style

Unit - V **Writing for administrative purpose**
Memo writing

Course syllabus

Title : **Curriculum Planning & Development**

TIME : 2 Credits

PLACEMENT : Year 2, Semester IV (SENE)

COURSE DESCRIPTION:

This course is designed to give the student teacher an understanding of curriculum development, implementation and evaluation in schools of nursing and midwifery programs. The philosophy, aims, standards, specifications, selection of materials, organization of the program of studies, and administrative aspects of curriculum development and management will be considered. Opportunity will be provided for students to develop a unit of study encompassing all areas concerned, and based upon that prescribed by the Pakistan Nursing Council's revised basic curricula in nursing and midwifery.

COURSE OBJECTIVE:

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

1. Develop appropriate learning objectives relevant to each learning domain as applied to the basic nursing and/or midwifery curricula.
2. Plan for a supportive infrastructure to facilitate the curriculum process.
3. Construct a curriculum, which demonstrates the accepted common characteristics of a sound curriculum.
4. Develop a lesson plan.

5. Identify the philosophical premises that influence curriculum development and implementation.
6. Construct a content map, course outline and class schedules;
7. Plan and develop a classroom learning experience.
8. Utilize principles of content organization within a curriculum and within a course.

TEACHING LEARNING STRATEGIES

Lecture, discussion, and small group projects.

EVALUATION CRITERIA

Assignment	20%
Mid Term	30%
Final	50%

References

1. Pakistan Nursing Council Midwifery Curriculum, 1994 Pakistan Nursing council Basic Nursing Curriculum, 1992

Additional Resources:

1. Curzon, L.B., Teaching in Further Education". An Outline of Principles and Practice". Third Edition Holt, Rinchart and Winston, 1985.
2. Torres, G., Stanton, M., "Curriculum Process in Nursing". Prentice-Halt, Inc., 1982.

UNIT	CONTENT
	Curriculum Planning & Development

UNIT 1	A. Curriculum Foundations
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Curriculum Orientations
 Transmission
 Translation
 Transformation

B. Curriculum Theorists

Tyler
 Tabu
 Skinner
 Rogers
 Gagne

Ausubel
Torres
Bevis
Tanner

UNIT II Curriculum Philosophy

Western Traditions
Behaviorism Humanism
Eastern Traditions
Islamic Foundations of Education
British Influences
Self-actualization and Motivation through Education
What it means to be educated to be educated in Pakistan

UNIT III Nursing Curricula in Pakistan

The Early Influences on nursing Education-Florence nightingale
The Basic Nursing Curriculum of Pakistan, 1992.
The Basic Midwifery Curriculum of Pakistan, 1994.
The Role of the Pakistan Nursing Council in relation to nursing curricula
Traditional Symbols of Nursing in Pakistan
Entry Requirements for Nursing in Pakistan

UNIT IV How to Develop a Program Philosophy

Beliefs about Nursing
Beliefs about Education
Beliefs about Students
Beliefs about teachers
The Influence of family
Beliefs Statements on Curriculum Implementation

UNIT V How to Develop Curriculum Objectives

Graduate characteristics and Terminal Behaviour
Leveling of objectives throughout the curriculum
Course objectives
Classroom objectives

UNIT VI How to Develop Curriculum Content

Selecting content and determining, priorities for curriculum
Content mapping contextual relevance

UNIT VII How to Evaluate the Curriculum

Program evaluation
Course evaluation
Student evaluation

UNIT VIII How to Manage the Curriculum

Advisory groups
Infrastructure to support the curriculum process utilizing
Faculty and students developing and maintaining curriculum
excellence

Course syllabus

Title : **Administration of Nursing
Educational Programs**

Time : 2 Credits

Palacment : Year 2, Semester IV (SENE)

COURSE DESCRIPTION:

This course is planned to assist student teachers in the application of sound administrative principles to the operation of educational programs in nursing - basic nursing, post-basic nursing, continuing education, in-service programs.

Consideration is given to the following as they concern program administration: administrative organization and control; policy making; student personnel; planning of learning experiences; instructional staff; physical and educational facilities; interpersonal relationships; financial implications and community responsibilities.

COURSE OBJECTIVES:

1. Describe the major influences, achievements and concerns of the nursing profession in relation to nursing education.
2. Define and apply certain principles in administration to the management of a school of nursing, including documentation procedures.
3. Prepare a budget for an educational program.
4. Develop relevant policies affecting student performance and behaviour.
5. Develop an appropriate faculty management plan that includes orientation, evaluation and professional development.
6. Develop an appropriate approach to facilities maintenance.

TEACHING LEARNING STRATEGIES

Lecture, discussion, and small group projects.

Evaluation Criteria

Assignment	20%
Mid Term	30%
Final	50%

Reference

Pakistan Nursing Council. Rules and Regulation for School of Nursing

As assigned by the Instructor.

UNIT	CONTENT
	Administration in Nursing Educational Program
UNIT I	The History of Nursing Education In Pakistan Prior to Partition After Partition Developments over the decades Establishment of Hospitals and School of Nursing. The Development of College of Nursing-federal and provincial University programs for Nursing The Rise of Specialization The Role of the Pakistan Nursing Council The Role of the Pakistan Nursing Federation Curriculum Revision for Basic Nursing Programs
UNIT II	The Factors Influencing Nursing Education Programs Legislative Influences; The Pakistan Nurses Act 1951 The Pakistan Nurses Act 1978 The Role of the Education Committee of the PNC The Role of the Education Committee of the PNF Socio-cultural Factors: Political Factors
UNIT III	Principles of Administration Motivation and Work Power and Authority Organizational Culture and Climate Ethics Law
UNIT IV	Fiscal Management General Principles of Good Budgeting The Role of the Principal in Budget planning and Implementation Budget Preparation Administering the School Budget Source of Financial Aid for Students
UNIT V	Human Resource Management Job Descriptions of School Staff Recruitment Procedures Staff Development and Career Planning

Faculty Evaluation / Performance Appraisal

UNIT VI Facilities Management

Maintenance of School Property
Maintenance of Hostel/Residence
Maintenance of Educational Supplies and Equipment

UNIT VII Student Management

Admission Policies and Procedures
Maintenance of Student Records
Policies for Promotion and Maintaining Program Standards
Student Services - Health, Guidance and Counseling, Dining Room, Recreation

UNIT VIII Curriculum Management

Developing a Suitable Organizational Structure to Support the Curriculum
Building and maintaining Group Cohesiveness
Developing a Supportive Relationship between Nursing Service and Nursing Education - Clinical Facility Resources
Creating Awareness of Program Goals and Needs within the Community

Course syllabus

Title : Principles and Methods of Evaluation

TIME : 2 Credits

PLACEMENT : Year 2, Semester IV (SENE)

COURSE DESCRIPTION:

This course will prepare the student teacher to perform the role of evaluator of student learning in the classroom.. The following areas will be discussed: the purposes of evaluation, elements of test construction, constructing test items, issues in grading, use of statistics in evaluation, test scoring and interpretation of grades.

COURSE OBJECTIVES:

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

1. Describe the purposes and uses of evaluation in improving instruction.
2. Define the four types of tests.
3. Describe the difference between formative and summative evaluation.
4. Construct both objective and subjective tests according to course objectives.
5. Develop appropriate grading schemes for tests.
6. Determine and correct problems with multiple-choice question using statistical information.
7. Apply the standard rules in constructing multiple-choice questions.

8. Develop a format for peer evaluation.
9. Introduce elementary statistical computation in measuring achievement.
10. Introduce the elements of assessment and measurement of learning outcomes.

TEACHNG LEARNING STRATETGIES

Lecture, discussion, and small group sessions

EVALUATION CRITIRA

Assignment	20%
Mid Term	30%
Final	50%

References

1. Grounlund and Lind, "Evaluation and Measurement in Teaching". McGraw-Hill, Toronto, 1994.

Additional Resources:

1. Basic concepts learning guide: "How to Write Tests and Exams", Trilobyte press, 1993.
2. Grounlund, N.E., "Starting Objective For Class room Instruction", Second Edition, McMillan Publishing Co., Inc., New youk, 1978.
3. Hull, E.J., Isaacs, B.J., "Do-It-Yourself Revision For Nurse", Bailliere Tindall, London, 1979.
4. King, E.G. "Classroom Evaluation Strategies", The CV Mosby company, Toronto 1979.
5. Mehrens, W.A., "Measurement and Evaluation in Education and psychology", Holt Saunders International Editions, Japan, 1984.
6. Board of Education for the City of Etobicoke Writing Committee, "Making the Grade: Evaluating student progress", Prentice-Hall Canada., Inc, Scarborough 1987.

CONTENT

Principles and methods of evaluation

UNIT I

Role of Evaluation In Teaching

Purposes of Evaluation

Differentiating between testing, measurement and evaluation

Types of Evaluation

Formative

Summative

General principles of evaluation

Evaluation and the instructional process
Simplifying the instructional model
Developing a table of specifications use of course objectives
outline of course content

UNIT II

Test Construction

Planning a classroom test
Developing an appropriate test with specifications
Selecting appropriate test items
Selecting an appropriate marking scheme
How to construct test items
The essay question
The project
The classroom presentation
Multiple choice questions
Matching items
True and false items
Listing items
Short answer questions

UNIT III

Peer Appraisal and Self-Reports

How to develop a marking scheme for peer assessment Criteria
to develop
How to assess a self-report
How to develop self evaluation skills

UNIT IV

Measurement

Elementary statistics
Review of Validity and Reliability
Calculating the Validity, Discrimination index and
Difficulty of multiple-choice items.

UNIT V

Interpreting Scores

The Normal Curve Raw Scores Derived Scores Pass /Fail grades
Values and Grades

UNIT VI

Professional Issues In Evaluating Student Achievement

The Registration Examinations for Nursing
Ethics and Evaluation Academic Honesty

Course syllabus

Title : **English IV (English for academic environment)**

Time : 2 credits

Placement : Year 2, Semester IV

Course description

This course is designed to provide in-depth knowledge and skills in English reading, writing and speaking for those students who plan to work in special areas such as noun, article, vocabulary etc. Students are required to select the area for experience that is relevant to their professional knowledge. The project experience is designed to provide students with increase knowledge and skills and change their attitude that related to their specified area of practice.

Course Objectives

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

1. Identify a preceptor who will facilitate achievement of both the course and personal objectives
2. Develop a working agreement with a preceptor acceptable to course facilitator.
3. Prepare a proposal for selected area.
4. Prepare a learning plan that states clearly what is to be accomplished during the experience.
5. Conduct presentation of yours learning project in which you present your overall learning experience with particular attention to one special area.
6. Identify the area of interest to be studies in-depth that will facilitate in meeting the course objectives.

TEACHING /LEARNING STRATEGIES

Participation in selected area, pre-readings, and learning project.

Course Expectation

1. Identify a preceptor who will facilitate achievement of both the course and personal objectives
2. Develop a working agreement with a preceptor.
3. Prepare a proposal and learning plan that states clearly what is to be accomplished during the experience.
4. Submit their assignment on due date. Other wise your marks will be deducted.

Evaluation Criteria for practicum

Proposal	10%
Learning Plan	20%
Written material	30%
Preceptor's Evaluation	20%
Presentation	20%

GUIDELINE FOR LEARNING PROJECT

Student _____ Selective area _____

Learning objectives

What do I want to learn?

- ↳ Knowledge
- ↳ Skills
- ↳ Attitudes

Course Objectives

- ↳ See front page of curriculum

Resources and strategies

- ↳ What or who can help me?
- ↳ What will I do to meet my objectives?
- ↳ What will I do to achievement?

Evidences

- ↳ What I have learned?
- ↳ How can I prove?

Criteria for evaluation

- ↳ Who will evaluate my evidence?
- ↳ What deadline?