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.

1. Mrs. Farhana Joesphine, Principal, Postgraduate Nursing College, NWFP Peshawar
2. Miss Shakeela Begum, Controller of Examination, NWFP Peshawar
3. Miss Akhtar Bano, Sister Tutor, Postgraduate College of Nursing, NWFP Peshawar
4. Miss Mehr-un-Nisa, Sister Tutor, Postgraduate College of Nursing, NWFP Peshawar
5. Miss Shaheen Ghani, Nursing Instructor, Postgraduate College of Nursing, NWFP Peshawar

Prof. Dr. Shad Mohammad
Director Academics & Admissions
Khyber Medical University
Peshawar
CONTENTS

1. Acknowledgement ................................................. 4
2. Background ......................................................... 6
3. Course Outline ..................................................... 7
4. Course Description ................................................ 13
5. Course details
   a. Year 1, Semester I ........................................... 19
   b. Year 1, Semester II ......................................... 45
   c. Year 2, Semester III ....................................... 58
   d. Year 2, Semester IV ....................................... 72
6. Guidelines for Learning Project ................................. 81
ACKNOWLEDGEMENT

For the setting of B.Sc N degree curricula, the Postgraduate College of Nursing would like to acknowledge the contribution of the Chairperson, members of Board of studies and members of Academic Council Pakistan Nursing Council for their valuable time, advice and guidance throughout the process.

Ms. Ilmiya Mughal, Chairperson
Principle JCON/Director Nursing

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Director Nursing AKUSON

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Provincial Health Development Center (PHDC) Jamshoro

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Ms. Rehana Afghani, Member
Senior Nursing Instructor,
SON, JPMC, Karachi
The JCON would also like to acknowledge the following for their valuable suggestions

Ms. Kishwar Raja, Principal, CON, JPMC, Karachi
Ms. Zeenat Khanogi, Director AKU, SON Diploma program
Dr. Mischeale Upvall, Associate Prof. Director BScN, Program AKU
Ms. Niamat Chandani, Faculty AKU, SON
Ms. Susan Saghir, Faculty AKU, SON
Ms. Mehrunnissa, Faculty AKU, SON

Special thanks of Faculty members of Jamshoro College of Nursing

Ms. Surriya R. Ali, Senior Nursing Instructor, JCON
Ms. Perveen Sher, Faculty JCON
Ms. Zainab Sulman, Faculty JCON
Ms. Anees Shagufta, Faculty JCON
Ms. Almas Ghaffar, Faculty JCON

Special thanks to Mr. Nadeem Baig (Computer Operator)
Jamshoro College of Nursing (Jamshoro) for his artistic computer assistance.
Background

JUSTIFICATION OF THE PROGRAM

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

EXPECTED OUT COME

Resultantly quality of patients care in hospital and in community will be improved, 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 with directs their attitudes and activities towards others.

GOALS/AIMS:

Our aim is to promote awareness of higher education to qualified nurses and facilitate the 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 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)

Semester – IV (A)
Nursing Education
(6 weeks)
Curriculum Planning & Development
Administration in Nursing Education program
Principles and Methods of Evaluation
English - IV

Practicum
(14 weeks)
Nursing Education in School of Nursing
Research Project

Semester – IV (B)
Nursing Management
(6 weeks)
Planning
Organizing
Staffing
Directing
Controlling
Financing
English - IV

Practicum
(14 weeks)
Nursing Management in Hospitals
Research Project

Semester – IV ©
Nursing Health Nursing
(6 weeks)
Primary Health Care
Community Health & Development
Community Health Nursing Management
English - IV

Practicum
(14 weeks)
Nursing Management in Communities
Research Project
### Year 1, Semester - I
20 WEEKS STUDY HOURS

<table>
<thead>
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<th>Subject</th>
<th>Max: Marks</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Advance nursing concepts-I theory &amp; Practical</td>
<td>200</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Health assessment theory &amp; Practical</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Integrated sciences - I</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>➢ Physiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Microbiology</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Computer in Nursing</td>
<td>50</td>
<td>1</td>
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<tr>
<td>5</td>
<td>Professional development</td>
<td>100</td>
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<td>6</td>
<td>Social sciences</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>➢ Sociology (culture, health and society)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>➢ Psychology</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>English</td>
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<td><strong>Total</strong></td>
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### Year 1, Semester - II

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<td>100</td>
<td>3</td>
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<tr>
<td></td>
<td>➢ Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Community Health Nursing</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Epidemiology</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to management</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Fundamental of counseling &amp; guidance</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>English-II</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td><strong>800</strong></td>
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### Year 2, Semester - III

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<td>3</td>
<td>Bio-statistic</td>
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<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Psychology of learning</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Principles and methods of teaching</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Clinical teaching and clinical supervision</td>
<td>100</td>
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<td>7</td>
<td>English -III</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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### Year 2, Semester – IV (A)
#### SENIOR ELECTIVE NURSING EDUCATION

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<th>Subject</th>
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<td>Curriculum planning &amp; Development</td>
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<td>2</td>
<td>Administration in Nursing educational program</td>
<td>100</td>
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<tr>
<td>3</td>
<td>Principles and method of evaluation</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>English – IV</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Practicum (in nursing education)</td>
<td>200</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>20</strong></td>
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### Year 2, Semester – IV (B)
#### SENIOR ELECTIVE NURSING MANAGEMENT

<table>
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<td>Planning</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Organizing</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Staffing</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Directing</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Controlling</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Financing</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>English IV</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Practicum (in nursing management)</td>
<td>200</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>20</strong></td>
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### Year 2, Semester – IV (C)
#### SENIOR ELECTIVE COMMUNITY HEALTH NURSING

<table>
<thead>
<tr>
<th>S. N</th>
<th>Subject</th>
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<tr>
<td>1</td>
<td>Community Health And Development</td>
<td>100</td>
<td>2</td>
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<tr>
<td>2</td>
<td>Primary health care</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Community health nursing management</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>English</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Practicum (in community health nursing)</td>
<td>200</td>
<td>12</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>20</strong></td>
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</table>

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.

10
# Postgraduate Nursing College Peshawar

## B.Sc. N. Degree Program Hours

### Year 1, Semester - I

**20 Week's Program**

<table>
<thead>
<tr>
<th>S. N</th>
<th>Subject</th>
<th>Original Hours</th>
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<tbody>
<tr>
<td>1</td>
<td>Advance Nursing concepts-I Theory and practical</td>
<td>(Theory = 3) (Clinical = 6) $9 \times 20 = 180$</td>
</tr>
<tr>
<td>2</td>
<td>Health assessment theory and practical</td>
<td>$3 \times 20 = 60$</td>
</tr>
<tr>
<td>3</td>
<td>Integrated sciences - I</td>
<td>$3 \times 20 = 60$</td>
</tr>
<tr>
<td></td>
<td>Physiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Microbiology</td>
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</tr>
<tr>
<td>4</td>
<td>Computer in nursing practical</td>
<td>$2 \times 20 = 40$</td>
</tr>
<tr>
<td>5</td>
<td>Professional development</td>
<td>$3 \times 20 = 60$</td>
</tr>
<tr>
<td>6</td>
<td>Social sciences</td>
<td>$3 \times 20 = 60$</td>
</tr>
<tr>
<td></td>
<td>Sociology (Culture, health and society)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>English -I</td>
<td>$2 \times 20 = 40$</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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### Year 1, Semester - II

**20 Week's Program**

<table>
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<th>Subject</th>
<th>Original Hours</th>
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<tbody>
<tr>
<td>1</td>
<td>Advance Nursing concepts-II Theory and practical</td>
<td>(Theory = 3) (Clinical = 6) $9 \times 20 = 180$</td>
</tr>
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<td>2</td>
<td>Integrated sciences - II</td>
<td>$3 \times 20 = 60$</td>
</tr>
<tr>
<td></td>
<td>Physiology</td>
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</tr>
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<td></td>
<td>Chemistry</td>
<td></td>
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<tr>
<td>3</td>
<td>Community health nursing</td>
<td>$5 \times 20 = 100$</td>
</tr>
<tr>
<td>4</td>
<td>Epidemiology</td>
<td>$2 \times 20 = 40$</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to management</td>
<td>$2 \times 20 = 40$</td>
</tr>
<tr>
<td>6</td>
<td>Fundamental of counseling and guidance</td>
<td>$2 \times 20 = 40$</td>
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<tr>
<td>7</td>
<td>English -II</td>
<td>$2 \times 20 = 40$</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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### Year 2, Semester - III

**20 Week's Program**

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<td>Advance nursing concepts -III theory, practical</td>
<td>(Theory = 3) (Clinical = 6) $9 \times 20 = 180$</td>
</tr>
<tr>
<td>2</td>
<td>Nursing research</td>
<td>$3 \times 20 = 60$</td>
</tr>
<tr>
<td>3</td>
<td>Bio-statistic</td>
<td>$3 \times 20 = 60$</td>
</tr>
<tr>
<td>4</td>
<td>Psychology of learning</td>
<td>$2 \times 20 = 40$</td>
</tr>
<tr>
<td>5</td>
<td>Principles and methods of teaching</td>
<td>$2 \times 20 = 40$</td>
</tr>
<tr>
<td>6</td>
<td>Clinical teaching &amp; clinical supervision</td>
<td>$3 \times 20 = 60$</td>
</tr>
<tr>
<td>7</td>
<td>English - III</td>
<td>$2 \times 20 = 40$</td>
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<tr>
<td></td>
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### Year 2, Semester – IV (A)  
(20 Week’s Program)

**Senior Elective Nursing Education**

<table>
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<td>2</td>
<td>Administration in nursing educational program</td>
<td>2 x 20 = 40</td>
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<tr>
<td>3</td>
<td>Principles and method of evaluation</td>
<td>2 x 20 = 40</td>
</tr>
<tr>
<td>4</td>
<td>English – IV</td>
<td>2 x 20 = 40</td>
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<tr>
<td>5</td>
<td>Practicum (in nursing education)</td>
<td>24 x 20 = 480</td>
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### Year 2, Semester – IV (B)  
(20 Week’s Program)

**Senior Elective Nursing Management**

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<td>1</td>
<td>Planning</td>
<td>1 x 20 = 20</td>
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<tr>
<td>2</td>
<td>Organizing</td>
<td>1 x 20 = 20</td>
</tr>
<tr>
<td>3</td>
<td>Staffing</td>
<td>1 x 20 = 20</td>
</tr>
<tr>
<td>4</td>
<td>Directing</td>
<td>1 x 20 = 20</td>
</tr>
<tr>
<td>5</td>
<td>Controlling</td>
<td>1 x 20 = 20</td>
</tr>
<tr>
<td>6</td>
<td>Financing and budgeting</td>
<td>1 x 20 = 20</td>
</tr>
<tr>
<td>7</td>
<td>English – IV</td>
<td>2 x 20 = 40</td>
</tr>
<tr>
<td>8</td>
<td>Practicum (IN nursing Management)</td>
<td>24 x 20 = 480</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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### Year 2, Semester – IV (C )  
(20 Week’s Program)

**Community Health Nursing**

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<td>Community health and development</td>
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<tr>
<td>2</td>
<td>Primary health care</td>
<td>2 x 20 = 40</td>
</tr>
<tr>
<td>3</td>
<td>Community health nursing management</td>
<td>2 x 20 = 40</td>
</tr>
<tr>
<td>4</td>
<td>English – IV</td>
<td>2 x 20 = 40</td>
</tr>
<tr>
<td>5</td>
<td>Practicum (In community health nursing)</td>
<td>24 x 20 = 480</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</table>

### 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 $3 \times 20 = 60$ hours of actual teaching of that course. (Practical) 3 hrs duration conducted once a week is assigned 1 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.


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:


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 personnel 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;

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.
6. Perform patient teaching as appropriate.
7. Demonstrate safe and caring clinical practice.

References

CONTENT
ADVANCE CONCEPTS OF NURSING – I

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, Losse-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 bowl 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) GAS
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. differentiates 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%

References

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**

<table>
<thead>
<tr>
<th>Title</th>
<th>Integrated sciences - I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>3 Credits</td>
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<tr>
<td>Placement</td>
<td>Year 1, Semester I</td>
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</table>

**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

COURSE CONTENT
PHYSIOLOGY

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

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**Course Syllabus**

<table>
<thead>
<tr>
<th>Title</th>
<th>Integrated Sciences- I</th>
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<tbody>
<tr>
<td>Time</td>
<td>1.5 Credits</td>
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<tr>
<td>Placement</td>
<td>Year 1, Semester I</td>
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</table>

**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 problems 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 defferent 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

COURSE CONTENT
MICROBIOLOGY

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**


**COURSE CONTENT**

**COMPUTER IN NURSING**

<table>
<thead>
<tr>
<th>Unit</th>
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<tbody>
<tr>
<td>Unit –I</td>
<td>Introduction</td>
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<tr>
<td>Unit –II</td>
<td>WINDOWS</td>
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<tr>
<td>Unit –III</td>
<td>Word 98 2003</td>
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<tr>
<td>Unit –IV</td>
<td>Excel 98 2003</td>
</tr>
<tr>
<td>Unit –V</td>
<td>Power Point 2003</td>
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</table>

**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 able to;

1. Discuss historical influences in impacting the professional 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 world / 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

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>20%</td>
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<tr>
<td>Mid Term</td>
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<td>Final</td>
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References


### COURSE CONTENT

#### PROFESSIONAL DEVELOPMENT

<table>
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<tr>
<th>Unit</th>
<th>Content</th>
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<tbody>
<tr>
<td>Unit –I</td>
<td>Introduction to course</td>
</tr>
</tbody>
</table>
| 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 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. Discussion 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**

**CONTENT**
**SOCIOLGY AND HEALTH**

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<tr>
<th>Unit</th>
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<tr>
<td>Unit –I</td>
<td><strong>Overview of course</strong></td>
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<td>Concepts of culture</td>
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<td>Sociological and ethical theories</td>
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<td>Major health belief paradigms</td>
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<td>Indigenous health care system</td>
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<td>Unit –II</td>
<td><strong>Transcultural care concepts</strong></td>
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<td>Competence / trans-culture</td>
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<td>Assessment model</td>
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</table>
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.

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

CONTENT
PSYCHOLOGY

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, and 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, 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 -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
This 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 Nutrition metabolic pattern
Alteration in body fluids
Properties of body water
Alteration in fluid volume and distribution
Electrolyte disorder
Alteration in acid base balance
Gastrointestinal disorders
Peptic ulcer
Cinhosis of lever
Cholesystictics
Cholilithiasis
Diabetes mellitus

Unit –II Elimination Pattern
Renal function
Kidney structure and function
Action of diuritics
Congenital disorder
Obstructive disorder
Urinary tract infection
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 – skeleteal 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

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REFERENCES

ADVANCE CONCEPT NURSING - II

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.

Lab: Metabolism

B: 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

CONTENT
Integrated sciences –II
Physics

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.
Poisseuille’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
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REFERENCES
Selected reading material


CONTENT
COMMUNITY HEALTH NURSING

Unit
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

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**Course Syllabus**

**Title** : Epidemiology

**Time** : 2 Credits

**Placement** : Year 1, Semester II

**Faculty** :

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**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
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EPIDEMIOLOGY

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

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

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CONTENT

Introduction to Management

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<tr>
<td>Unit -I</td>
<td>Introduction of Management</td>
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</table>
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 manager
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 resoling problems

Unit –VII  Problems & Issues of women’s managers
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 manager
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
Discuss 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 be 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 student 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
3. ______ (1994). All you want to know about counseling. Nursing times.

## CONTENT

## COUNSELING AND GUIDANCE

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<th>Unit</th>
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<td><strong>Introduction course</strong></td>
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<td>Expectations</td>
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<td>Introducing self</td>
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<td>Unit –II</td>
<td><strong>Self awareness</strong></td>
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<td>Johari window</td>
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<td>Unit –III</td>
<td><strong>Define counseling</strong></td>
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<td>The nature of counseling relationship</td>
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<td>Counseling task</td>
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<td>Principles of counseling</td>
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<td>Do’s and don’ts of counseling</td>
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<td>Unit –IV</td>
<td><strong>Skills necessary for counseling</strong></td>
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<td>Affective skills</td>
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<td>Expressing empathy</td>
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<td>Demonstrating positive regard</td>
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<td>Developing trust</td>
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<td>Communication</td>
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<td>Attending behavior listening skills</td>
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<td>Paraphrasing</td>
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<td>Reflecting feelings</td>
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<td>Summarizing content</td>
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<td>Providing assistance</td>
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<td>Unit –V</td>
<td><strong>Counseling approach</strong></td>
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<td>Information oriented interview</td>
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<td>Experiential interview</td>
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<td>Behavior modification interview</td>
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<td>Unit –VI</td>
<td><strong>Steps for effective interviews</strong></td>
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<td>Unit –VII</td>
<td><strong>issues / problems of students nurses</strong></td>
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<td>Practice session</td>
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56
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

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REFERENCES


CONTENT
ENGLISH

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<tr>
<td>Unit –I</td>
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<td>Subject verb agreement</td>
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<td>Parallelism</td>
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57
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 Contras**
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
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

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**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

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References


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:

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REFERENCES:

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 medial 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 INFEERENCE FROM DATA**
Z- test  
Confidence interval  
P value  
t- test  
Chi-square test

Course syllabus

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<tr>
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**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 STRATEGIES
Lecture, discussion, and audio-visual aids

EVALUATION CRITERIA:

Assignment 20%
Mid Term 30%
Final 50%

References

Additional Resources:

UNIT CONTENT
PSYCHOLOGY OF LEARNING

UNIT 1 Learning Theories
Cognitive Theories
Stimulus - Response Theories
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 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.

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


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<td>Use of Model in clinical supervision</td>
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<td>Nursing process as a model Five stages model of supervision</td>
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<td>Effective clinical teacher</td>
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<td>Professional skills</td>
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<td>Knowledge competence</td>
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<td>Providing organization &amp; clarity</td>
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<td>Group instructional skills</td>
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<td>Promoting learning through group discussion</td>
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Course syllabus

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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 able to:

1. Meet, greet, and initiate conversation with people.
2. Write rmemos and minutes.
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

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References


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

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**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

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</table>

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

Additional Resources:

UNIT CONTENT
Curriculum Planning & Development

UNIT 1 A. Curriculum Foundations
Curriculum Orientations
Transmission
Translation
Transformation

B. Curriculum Theorists
Tyler
Tabu
Skinner
Rogers
Gagne
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 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
efficiency

Course syllabus

Title : Administration of Nursing
                   Educational Programs

Time : 2 Credits
Placement : 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
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
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

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**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.

TEACHING LEARNING STRATEGIES

Lecture, discussion, and small group sessions

EVALUATION CRITERIA

Assignment 20%
Mid Term 30%
Final 50%

References


Additional Resources:


CONTENT

Principles and methods of evaluation

UNIT I  Role of Evaluation In Teaching
Purpose 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**

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<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Proposal</td>
<td>10%</td>
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<tr>
<td>Learning Plan</td>
<td>20%</td>
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<tr>
<td>Written material</td>
<td>30%</td>
</tr>
<tr>
<td>Preceptor's Evaluation</td>
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<tr>
<td>Presentation</td>
<td>20%</td>
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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?