



NUMS
NATIONAL UNIVERSITY
OF MEDICAL SCIENCES

CURRICULUM

FOR

Bachelor of Science in Nursing (4 Year)

2026 (Revised)

**NATIONAL UNIVERSITY OF MEDICAL SCIENCES
RAWALPINDI, PAKISTAN**

Introduction

Bachelor of Science in Nursing is a four-year program that aims to train students in the basic Nursing knowledge and skills using various courses and clinical experience. This program will register nurses who can provide care to individuals, families and communities in variety of settings.

1	Degree (level) of (Type)	Bachelor of Science in Nursing
2	Program Code	BSN Generic
3	Department (s)/Institute	College of Nursing, AFPGMI
4	Faculty	Faculty of Nursing

Program learning Outcomes

The learning outcomes of the BSN program are to:

- a. Prepare competent and committed nurse clinicians for all healthcare and community settings.
- b. Provide safe and quality nursing care for the prevention of disease, promotion, and maintenance of health to individuals, families, and communities.
- c. Equip the graduates with the knowledge, skills, and attitudes required for the provision of safe nursing and quality care.
- d. Integrate research findings for the provision of evidence-based best care for individuals, families, and communities.
- e. Develop the graduates' critical thinking, problem-solving, decision making and leadership skills for challenging the complexities and demands of health care in the 21st century.
- f. Adhere to an established pattern of professional practices within the cultural, religious, legal, and ethical framework at the national and international level.
- g. Inculcate effective communication skills, while dealing with peers, patients, families, communities, and inter-disciplinary professionals.
- h. Enable the graduates to utilize concepts, standards, and strategies while leading and coordinating planning, implementation, and evaluation of patients, families, and communities' care.
- i. Equip the graduates to maintain a safe and healthy environment for the prevention of disease, promotion, and maintenance of health.
- j. Prepare the graduates to participate actively in professional organizations for the improvement of the nursing profession.
- k. Inculcate the importance of continuing competence and the value of lifelong learning.
- l. Able to assess, contribute to, and collaborate effectively as an active team member during disaster management.
- m. Identify and report issues resulting from climate changes on individuals and community health.

- n. Use healthcare informatics and technology legally and ethically to improve patient's care outcomes.
- o. Provide compassionate and respectful care during end-of-life services.

Scope & Employment Perspective of Program

Healthcare is one of the fastest growing sectors and require trained manpower in nursing both in private and public sector. There will be a wide range of job opportunities for nursing qualified personnel in different clinical setups.

- a. Public sector
- b. Hospitals
- c. Clinics
- d. DHQ/BHU
- e. Private Sector
- f. Private hospitals
- g. Health care centers
- h. Middle East countries
- i. Western countries

Admission Requirement of Program

A candidate for admission must fulfil the following criteria:

- a. F. Sc (Pre-Medical Group) or an equivalent examination of a board of secondary education with minimum 50% aggregate marks.
- b. Candidates applying will be selected on open merit basis.
- c. Male/female
- d. Passed NUMS Entry Test and Interview

The BS Nursing is a 4 years' program which consist of core courses as well as elective and rotation in different clinical labs. There will be 8 regular semesters of 16 weeks' duration and 138 credit hours have to be completed.

Scheme of Study & Course

Total numbers of Credit hours	138
Duration	4 Years
Semester duration	16-18 weeks
Semesters	8
Course Load per Semester	15-18 Credit Hours
Number of courses per semester	4-6 (not more than 3 Clinical Skill/ practical courses)

Scheme of Study

Semester – I

[illegible]

Semester - II

[illegible]

Semester - III

Course Code	Course	Category	Theory	Clinical	Skills/Lab	Credits
BSN:631	Medical Surgical Nursing – I	Major	03	03	01	07
BSN:632	Pathophysiology I	Major	02	-	01	03
BSN:633	Health Assessment I	Major	01	-	01	02
BSN:634	Clinical Pharmacology and Drug Administration I	Major	02	-	-	02
BSN:635	Professional Communication Skills	GE	03	-	-	03
Total Credits (17)						

Semester – IV

[illegible]

Semester - V

[illegible]

Semester - VI

[illegible]

Semester - VII

Course Code	Course	Category	Theory	Clinical	Skills/Lab	Credits
BSN:671	Critical Care Nursing	Major	02	04	01	07
BSN:672	Leadership & Management	ID	02	01	-	03
BSN:673	Introduction to Nursing Research	Major	03	-	-	03
BSN:674	Entrepreneurship	GE	02	-	-	02
BSN:675	Elective	Major	02	-	-	02
Total Credits (17)						

Semester - VIII

[illegible]

Course Code	BSN:611
Course Title	Fundamental of Nursing-I
Credit Hours	3 (2+0+1)

1. Course Description:

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

2. Course Learning Outcomes:

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

1. Describe the historical development of Health care and Nursing and the role of national and international nursing leaders and their contributions to the nursing profession.
2. Identify the Scope of nursing practice in Pakistan.
3. Differentiate between profession and occupation.
4. Compare and contrast definitions of nursing by different Nursing Scholars.
5. Describe the role of a professional nurse.
6. Differentiate between the different basic concepts of nursing theories.
7. Differentiate between different Health Care Models.
8. Explain the Health status, beliefs, and practices.
9. Prioritize patient problems by utilizing a Maslow's hierarchy of needs.
10. Apply the nursing process to manage human responses and functions of clients to their actual or potential health problems.
11. Demonstrate safe practices of selected fundamental nursing procedures which apply to client's comfort, hygiene, safety, mobility, physiologic functions, and psychosocial health.
12. Assess cultural, spiritual, and bio-psychosocial factors when making nursing diagnoses and relevant interventions for clients.
13. Enhance critical thinking to apply therapeutic communication skills to involve the client in decision-making regarding clients' health.

3. Teaching – Learning strategies:

Lecture, Discussion, Role Play, Group Work, Group Presentation, Demonstration, Return Demonstration and Video clips.

4. Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam	25 %
Viva/Practical	20 %
End Semester Exam	40 %
Total	100%

5. Course Content:

Unit-I: History of Health Care and Nursing

- Summarize the key aspects of ancient cultures.
- Identify the sites of health care in ancient cultures.
- Analyze the relationship between Islam and nursing.
- Describe the contributions of the founder of nursing.
- Examine nursing from a historical perspective.
- Discuss nursing practices during the Mughal period.
- Compare how different scholars have defined nursing.
- Define nursing according to the World Health Organization (WHO).
- Discuss scope of nursing.
- Explain the various types of nursing educational programs.
- Trace the history of nursing education in Pakistan.

Unit-II: Roles of the Nurse in Health Care Profession

- Explain characteristics of a Profession and Occupation.
- Discuss the criteria of a profession.
- Identify roles and functions of the Professional nurse
- Explain the Benner's stages of nursing expertise.
- Description of career roles for Nurses.
- Description of major nursing organizations.

Unit-III: Goals of Nursing and Related Concepts

- Define Maslows' hierarchy basic human needs.
- Discuss basis of nursing practices.
- Define WHO.
- Explain various healthcare models.
- Explore nursing and nursing practice.
- Define goal of nursing process.
- Identify historical perspective of the nursing process
- Describe different basic concepts of nursing theories.

Unit-IV: Communication

- Define Communication, elements of the communication process and modes of communication.

- Identify the characteristics of the effective verbal communication
- Describe factors that influencing the communicating process.
- Discuss therapeutic communication techniques.
- Discuss techniques that interfere with therapeutic communication.
- Application and importance of communication in nursing communication.

Unit V: Nursing Skills (Vital Signs)

- Define Vital Signs.
- Define terms related to Vital Signs.
- Describe the physiological concept of temperature, pulse, respiration (TPR), blood pressure (BP) and pain.
- Explain the principles and mechanisms for normal thermoregulation in the body.
- Identify the ways that affect heat production and heat loss in the body.
- Define types of body temperature according to its characteristics.
- Discuss the normal ranges for TPR, BP and pain.
- List the factors affecting body temperature, pulse, respiration and blood pressure.
- Describe the characteristics of TPR, BP and Pain.
- Describe various methods advantages and disadvantages of sites used for body temp, pulse, and blood pressure measurement.
- Identify the variations in normal body temperature, pulse, respiration that occur from infancy to old age.
- Identify the sign and symptoms and types of fever.
- Describe the nursing interventions for client with fever, hypothermia.
- List factors important for maintaining normal blood pressure.

Unit VI: Skin Management

- Define decubitus ulcer (bed sore).
- Describe the common sites for pressure ulcers.
- List the causes of decubitus ulcer.
- Identity risk factors of bedsores.
- Explain the stages of decubitus ulcer.
- Understanding the Braden Scale for predicting pressure ulcers.
- Understanding Wound healing and its phases.
- Describe the factors affecting wound healing.
- Identify mechanical devices and their application for reducing pressure ulcers.
- Apply nursing interventions to prevent and treat decubitus ulcer.

Unit VII: Concept of Safety: Risk Management

- Define safety and risk.
- Describe the characteristics of safety.
- Identify physical and microbial hazards in the hospital environment, which interfere with patients' safety.

- Discuss methods to assess clients for safety and various ways to manage.
- Explain general preventive measures for safe environment for healthcare team members and patients.

Unit-VIII: Concept of Teaching Learning

- Identify the learning needs of the patient in the clinical area.
- Develop teaching plan for patient.
- Perform health teaching in the clinical area.

Unit-IX: Oxygenation: Respiratory Function & Cardiovascular System

- Identify factors that can interfere with effective oxygenation of body tissues.
- Describe common manifestations of altered respiratory and cardiovascular function.
- Discuss lifespan-related changes and problems in respiratory function and cardiovascular system.
- Describe nursing measures to ensure a patent airway.
- Apply nursing process and teaching plan on a patient with altered respiratory and cardiovascular function.
- Recognize the emergencies related to respiratory and cardiovascular system.
- Explain ways that caregivers can decrease the exposure of patients to infection.
- Differentiate between medical and surgical asepsis.
- Define terms mobility, joint mobility, body alignments and body mechanics.
- Discuss the benefits of activity and exercise.
- Identify the principles of gravity that affects balance.
- Discuss factors affecting mobility.
- Discuss the effects of immobility on human body.
- Review Anatomy & Physiology of muscular skeletal system and characteristics of normal movement.
- Describe the impact of immobility on Physiologic and Psychological functioning.
- Apply nursing process while planning care for the patient with altered muscular skeletal function.

Unit XI: Process of Hospitalization

- Define the term admission, transfer and discharge.
- Discuss the procedure for admission, transfer and discharge.
- Identify nursing responsibility during admission, transfer and discharge.
- Discuss nurse role in preparing patients and family for discharge.
- Discuss the normal reaction of patient being hospitalized.

Clinical Objectives:

1. Identify the roles and functions of health care team members.
2. Describe the functions of the various departments in a hospital.
3. Describe the physical setup of the ward.
4. Demonstrate fundamental nursing psychomotor skills in a safe manner.
5. Observe the coordination of patients' care between the healthcare team members.
6. Identify different forms used for documentation in patients' care.
7. Observe the process of admission, transfer, and discharge of a patient in a hospital.
8. Orient a patient to the hospital environment.
9. Observe various legal forms/documents used in the admission process.
10. Observe patients' reactions to hospitalization and give assistance as needed.
11. Demonstrate occupied and unoccupied bed making.
12. Provide safe and respectful personal hygiene care as per patients need.

Recommended Reading:

1. Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. (2021). *Fundamentals of nursing-e-book*. Elsevier health sciences.
2. DeLaun, S. C. (2011). *Fundamentals of nursing*.
3. Williams, P. A. (2021). *Fundamental concepts and skills for nursing-e-book*. Elsevier Health Sciences.
4. Crips, J., & Taylor, C. (2005). *Fundamentals of nursing*.
5. Sharma, S. (Ed.). (2021). *Potter and Perry's Fundamentals of Nursing: Third South Asia Edition E Book*. Elsevier Health Sciences.
6. Pamela Barbara Lynn_ Carol R. Taylor - Taylor's clinical nursing skills _ a nursing process approach (2015)
7. First Aid (7th Edition) Alton, Steven, Benjamin Howard Bob
8. First + Aid and Emergency Management Parvesh Saini Textbook on Operation Theater Nursing by I Clement
9. Nursing Diagnosis handbook: an evidence- based guide to planning care
10. Dewit's Fundamental Concepts and Skills for Nursing Patricia Williams
11. Clinical Nursing Procedures: The Art of Nursing Practice, Amamma Jacob, Rekha R. Jedhav Sonali Trachand.
12. (Nursing Care Plans) Marilyn E. Doenges, Mary Frances Moorhouse, Alice C. Murr - Nursing Care Plans_ Guidelines for Individualizing Client Care Across the Life Span-F.A. Davis Company (2019)

Course Code	BSN:612
Course Title	Anatomy and Physiology 1
Credit Hours	3 (2.5+0+0.5)

1. Course Description:

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

2. Course learning Outcomes:

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

1. Describe and correlate the structures and functions of the following systems of the human body.
 - a. Musculoskeletal system
 - b. Integumentary system
 - c. Circulatory system
 - d. Digestive system
2. Discuss the role of homeostasis in maintaining normal body functioning.
3. Relate the basic anatomy & physiology concepts to the nursing care of clients.

3. Teaching/Learning Strategies:

Small group discussion, Quizzes, Group presentation, self-study and viva practice, class activities.

4. Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam	25 %
Viva/Practical	20 %
End Semester Exam	40 %
Total	100%

5. Content Outline:

Unit I: Introduction to the Body as a Whole

- Define the term anatomy & physiology (A&P).
- Understand the relationship between A&P.
- Define level of organization of the body.
- Define anatomical position.
- Describe the various body planes.
- Define the body cavities.
- Discuss body cavities and list the organs lying within each cavity.
- Identify abdominal pelvic region & quadrant.
- Identify the organs present in Nine (9) abdomino pelvic regions.

- Briefly discuss the importance of abdomino pelvic quadrants and regions.

Unit II: Homeostasis & Adaptation

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

Unit III: Cell, Tissues & Membrane

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

Unit IV: The Skeletal System

- Define skeletal system.
- Discuss the structure, types and functions of bone.
- List the functions of the skeletal system.
- Identify the bones of axial & appendicular skeleton.
- Describe the various markings on the surface of bones.
- Describe the bones of:
 - The skull
 - Vertebral column
 - The rib cage or chest
 - Pectoral girdle and upper extremity.
 - Pelvic girdle and lower extremity.
- Briefly discuss the difference between male & female pelvis.

Unit V: The Joints

- Define the term joint.
- List three types of joints.
 - Fibrous
 - Cartilaginous
 - Synovial
- Describe the common characteristic features of a synovial joint.
- List the types of synovial joints.
- Discuss the types of movements possible at synovial joints.

Unit VI: The Muscular System

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

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

- Describe the structure and layers of skin.
 - Epidermis
 - Dermis
- Briefly discuss the structure & function of skin derivatives.
 - Sweat gland
 - Sebaceous gland
 - Hair
 - Nail
- Discuss the following functions of skin.
 - Regulation of body temperature
 - Sensation
 - Absorption
 - Excretion
- Discuss the structure & function of hair and nail.

Unit VIII: The Cardiovascular System

- Define blood and list its functions.
- Describe the composition, sites of production and functions of cellular parts of blood and plasma.
- Briefly explain the ABO blood groups & Rh factor.
- Explain the structure and function of:
 - Arteries
 - Veins
 - Capillaries
- Describe the location, structure and functions of the heart and its great blood vessels.
- Discuss the blood flow through the heart.
- Describe the structure and functional features of the conducting system of the heart.
- Describe the Principle events of a cardiac cycle.
- Describe the following types of blood circulation:
 - Pulmonary circulation

- Systemic circulation (coronary & hepatic portal circulation).

Unit IX: The Lymphatic System

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

Unit X: The Digestive System

- Define the digestive system and list its functions.
- Identify the various organs of digestive system.
- Describe the anatomy & physiology of digestive organs.
- Discuss the role of accessory organs in digestion.
- Discuss digestion of food within
 - Mouth
 - Stomach
 - Small intestines
 - Large intestines
- Discuss the absorption of nutrients in the digestive system.
- Discuss the process of defecation.

Recommended Readings:

1. Waugh, A., & Grant, A. (2010). *Ross and Wilson anatomy and physiology in health and illness* 11th ed. NY: Elsevier.
2. Guyton, A. C. (2001). *Medical Physiology* (10th ed) Washington: Kirokawa.
3. Tortora, G. J. (2000). *Principles of Human Anatomy and Physiology* (3rd ed). New York: Happer & Row
4. Watson, R. (2018). *Anatomy and Physiology for Nurses E-Book: Anatomy and Physiology for Nurses E-Book*. Elsevier Health Sciences.
5. Boore, J., Cook, N., & Shepherd, A. (2016). *Essentials of anatomy and physiology for nursing practice*. Sage.
6. Peate, I. (2022). *Anatomy and Physiology for Nursing and Healthcare Students at a Glance*. John Wiley & Sons.
7. Patton, K. T., Bell, F. B., Thompson, T., & Williamson, P. L. (2022). *Anatomy & Physiology with Brief Atlas of the Human Body and Quick Guide to the Language of Science and Medicine-E-Book: Anatomy & Physiology with Brief Atlas of the Human Body and Quick Guide to the Language of Science and Medicine-E-Book*. Elsevier Health Sciences.
8. Thibodeau, G. A., & Patton, K. T. (2004). *Structure & function of the body*. Mosby.
9. Jenkins, G., & Tortora, G. J. (2016). *Anatomy and physiology*. John Wiley &

Sons.

10. Scanlon, V. C., & Sanders, T. (2018). *Essentials of anatomy and physiology*. FA Davis.
11. Peate, I., & Nair, M. (Eds.). (2011). *Fundamentals of anatomy and physiology for student nurses*. John Wiley & Sons.
12. Drake, R., Vogl, A. W., & Mitchell, A. W. (2009). *Gray's anatomy for students E-book*. Elsevier Health Sciences.

Course Code	BSN:613
Course Title	Microbiology
Credit Hours	2 (1.5+0+0.5)

1. Course Description:

This course is designed to equip the learners with the knowledge of basic concepts and scientific principles of Microbiology. It facilitates learners in acquiring and applying microbiological principles relevant to hospital and community environments.

2. Course Learning Outcome:

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

1. Classify common disease-causing microorganisms.
2. Differentiate between different methods of microbe detection and destruction.
3. Demonstrate infection control practices that prevent the spread of infection in a hospital and community environment.
4. Demonstrate the skills learned in the laboratory to carry out simple laboratory experiments.

3. Teaching – Learning strategies:

Lecture, discussions, small group projects, group discussions, Presentations, self-study, Laboratory work and demonstration, pre/posttests.

4. Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam	25 %
Viva/Practical/Lab	20 %
End Semester Exam	40 %
Total	100%

5. Course Content:

Unit I: Introduction to Microbiology

- Define microbiology.
- Explain the importance of microbiology in nursing practice.
- List the contribution of the following scientists in the field of microbiology.
 - V. Leeuwenhork
 - F. Redi
 - L. Pasteur
 - R. Koch
- Distinguish between eukaryotic and prokaryotic cell.
- List some basic properties of virus.
- List basic nutritional requirements of microorganisms.
- Classify bacteria on the bases of their nutritional requirement and morphology.

Unit II: Control of Microorganisms

- Discuss the significance of controlling microbial growth.
- Describe some physical and chemical methods to control microbial growth.
- Define the terms i.e. sterilization, antiseptic, asepsis, aseptic, macrobiotic, microbicidal, antibiotic etc.
- Differentiate between broad spectrum and narrow spectrum antibiotics.

Unit III: Defense Mechanisms of the Body

- Explain the role of good health in protection against the microbial infection.
- Define resistance and susceptibility.
- Define nonspecific resistance.
- Describe the role of the skin and mucous membrane in non-specific resistance.
- Explain the process of phagocytosis.
- Define the specific resistance, innate resistance and immunity.
- Explain types of acquired immunity.
- Differentiate between humoral and cell mediated immunity.
- Define antigens and antibodies.
- List the five classes of antibodies and their functions.
- Explain the role of memory, tolerance and specificity in immunity.
- Distinguish between primary and secondary immune response.
- Define Hypersensitivity.
- Differentiate between delayed and immediate Hypersensitivity.

Unit IV: Concept of Asepsis: Medical & Surgical Asepsis

- Identify the six components of chain of infection.
- Explain examples of how infections may be transmitted.

- Describe factors that increase the risk of infection in various settings.
- Discuss the role of health care personnel and health in infection control.

Unit V: Concept of Isolation

- Define Isolation.
- Identify types of Isolation.
- Relate isolation to the chain of infection cycle.
- Identify nursing responsibilities in each type of isolation.

Unit VI: Human and Microbial Interaction

- Define normal flora of the body.
- Differentiate between resident and transient normal flora.
- List at least three beneficial roles of normal flora.
- Define nosocomial infections.
- List at least three measures to control nosocomial infections.
- Describe some pathogenic microbes and diseases i.e. tetanus, typhoid, cholera, diphtheria, tuberculosis, pertussis, mumps, measles, polio, influenza, ascariasis, taeniasis and dermatomycosis.

Unit VII: Microbiology in Every Day Life

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

List of Labs:

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

Lab Assessment Criteria

At the end of the semester, each student will be individually assessed based on the following criteria after completing the labs.

S#	Area	Points
1	Lab performance (such as safety and handling, setup, observation interpretation)	05
2	Viva	10
3	Attendance and punctuality throughout the labs in the Semester	5

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

Recommended Reading:

1. S Sastry, A., & Bhat, S. (2022). Essentials of Applied Microbiology for Nurses Including Infection Control and Safety. Jaypee Brothers Medical Publishers (P) Ltd.
2. Parija, S. C. (2023). Textbook of microbiology and immunology. Berlin, Heidelberg, Germany: Springer.
3. Kumar, S. (2012). Textbook of microbiology. JP Medical Ltd.

Course Code	BSN:614
Course Title	Biochemistry
Credit Hours	2 (1.5+0+0.5)

1. Course Description:

This course aims to equip health professionals with an understanding of the major organic compounds in living organisms—proteins, carbohydrates, and lipids—along with their structural analysis and biochemical functions. It also introduces the chemistry of bioenergetics, metabolism, biosynthesis, and molecular biology.

2. Course Outcomes:

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

1. Differentiate between the biochemical basis of proteins, carbohydrates, lipids, enzymes, hormones.
2. Explain the role of proteins, carbohydrates, lipids, enzymes, hormones in metabolism.
3. Relate the basic knowledge of biochemistry for a better understanding of the physiological functions of the human body.
4. Interpret basic biochemical test reports in relation to the physiological function of the human body.

3. Teaching/Learning Strategies:

Lectures, class discussions, role-playing, laboratory demonstrations, written assignments, small group discussions, quizzes, class activities, self-study, and problem-solving activities.

4. Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam	25 %
Lab	20 %
Performance/project/Viva	
End Semester Exam	40 %
Total	100 %

5. Course Content:

Unit I: Basic concepts of Chemistry

- Review the basic concepts of matter and elements mixture, compounds, chemical reactions, equations & bonding.
- Describe chemical bonding, its types (Intramolecular and intermolecular Bonding), and its properties and importance.
- Describe the types of chemical reactions with emphasis on redox reactions.
- Describe the chemical nature of acid, base, pH, and blood buffers including their properties, roles, and importance in the living system.

Unit II: Basic concepts of Organic Chemistry

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

Unit III: Chemistry of Carbohydrates

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

Unit IV: Chemistry of Lipids.

- Describes the structure and general properties of lipids and fatty acids.
- Discuss the classification of lipids that is simple, compound & derived lipids.
- Distinguish between saturated and unsaturated fats.
- Distinguish between soap and detergents.
- Explain briefly the role of phospholipids in cell membranes.

- Role of steroids (cholesterol).

Unit V: Chemistry of Proteins

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

Unit VI: Nucleic Acid & Nucleotide

- Describe the main structural features of nucleotide.
- Explain the structure of RNA & DNA.
Identify the main differences between DNA & RNA.
- Discuss the biological importance of nucleotides.

Unit VII: Enzymology

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

Unit VIII: Bio-energetic

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

Unit IX: Metabolism

- Define metabolism and its types; anabolism and catabolism.
- Discuss the process of energy derivation from organic compounds.
- Define the terms, gluconeogenesis, glycogenesis, glycogenolysis, transamination, deamination, and ketosis.

Unit X: Metabolism of Carbohydrates

- Discuss the importance of glucose in blood and its dependency by various.
- Discuss the glycogenesis and glycogenolysis.
- Describe the role of oxidative glucose catabolism in the citric acid cycle.
- Describe the role of gluconeogenesis.
- Discuss the overall scheme of carbohydrate metabolism.

Unit XI: Metabolism of Fats

- Describe the mechanism of fatty acid oxidation.
- Explain the metabolism of fats Describe the oxidation mechanism of fatty acids.
- Discuss the amount of energy produced during the oxidation of a fat.
- Explain the significance of the role of ketone bodies.

Unit XII: Metabolism of Protein

- Explain the metabolism of Proteins.
- Review the digestion and absorption of protein.
- Explain the significance of nitrogen balance.
- Describe the synthesis of protein.
- Discuss the transamination, deamination and decarboxylation.
- Discuss the formation of urea and ammonia disposal.

Unit XIII: Hormones (Communication among cells & tissue)

- Describes the classification of hormone.
- Discuss the mode function of steroid & peptides hormones.
- Identify the cardiac, pineal, and gastrointestinal hormones.

Laboratory work:

1. Review Lab
2. Properties of Organic compounds
3. Cell TBD (Total Body Density)
4. Carbohydrates
5. Lipids
6. Proteins
7. Metabolism
8. Enzyme kinetics
9. Lab Evaluation

Lab Assessment Criteria

At the end of the semester, each student will be individually assessed based on the following criteria after completing the labs.

S#	Area	Points
1	Lab performance (such as safety and handling, setup, observation interpretation)	05
2	Viva	10
3	Attendance and punctuality throughout the labs in the Semester	5

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

Recommended Reading:

1. John, S., & Devaselvam, J. (2021). Basic and Applied Biochemistry, Nutrition and Dietetics for Nursing,
2. Wolters Kluwer India Pvt. Ltd.
3. Colver, J. (2015). Basics of biochemistry. Veterinary Nursing Journal, 30(3), 78-81.
4. Voet, D., & Voet, J. G. (2010). Biochemistry. John Wiley & Sons.
5. Satyanarayana, U., & Chakrapani, U. (2020). Biochemistry, (Updated and Revised Edition)-E-Book. Elsevier India.
6. Agarwal, G. R., & Agarwal, O. P. (2007). Text book of Biochemistry. Krishna Prakashan Media.
7. Satyanarayana, U. (2017). Biochemistry-E-book. Elsevier Health Sciences.
8. Jacob A. (2004). Biochemistry for Nurses, 2nd ed. New-Delhi: Jaypee Brothers.
9. Chatterjea MN. (2004) Textbook of Biochemistry for dental /nursing / pharmacy students 2nded, New Delhi:jaypee.
10. Sackhiem, G. I. (1994). In Chemistry for the health science, 7thed, New York: Macmillan.
11. Lehninger N. I (1997) Principles of Biochemistry, 2nded, New York: Worth.

Course Code	BSN:615
Course Title	English: Functional English
Credit Hours	3 (3+0+0)

1. Course Description:

This course is designed to equip students with essential English language skills for effective communication in diverse contexts. It emphasizes grammar, vocabulary, and sentence structure, alongside analytical listening and reading skills, to understand nuanced messages and adapt communication accordingly. Covering professional writing, public speaking, and everyday interactions, the course prepares students for academic and professional success. It also fosters inclusive communication, cultural awareness, and the ability to navigate globalized environments effectively, enabling students to make a positive professional impact.

2. Course Learning Outcome:

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

1. Apply enhanced English communication skills through effective use of word choices, grammar, and sentence structure.
2. Comprehend a variety of literary / non-literary written and spoken texts in English.
3. Effectively express information, ideas, and opinions in written and spoken English.
4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

3. Teaching/Learning Strategies:

Practical Requirement

As part of the overall learning requirements, students will engage in relevant simulations, role plays, and real-life scenarios. They will also have the opportunity to apply the skills acquired throughout the course in a final project. Additional learning activities include small group discussions, quizzes, class activities, and self-study.

4. Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam:	25 %
Role Play/ICS	10 %
Individual Presentation	10 %
End Semester Exam	40 %
Total	100%

5. Course Content:

Unit I: Foundations of Functional English

- Vocabulary building (contextual visage, synonyms, antonyms, and idiomatic expressions).
- Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
- Word formation (affixation, compounding, clipping, back formation, etc.)
- Sentence structure (simple, compound, complex and compound-complex).
- Sound production and pronunciation.

Unit II: Comprehension and Analysis

- Understanding purpose, audience, and context.
- Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)
- Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)
- Active listening (overcoming listening barriers, focused listening, etc.)

Unit III: Effective Communication

- Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.).
- Structuring documents (introduction, body, conclusion, and formatting).
- Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.).
- Public speaking (overcoming stage fright, voice modulation and body language).
- Presentation skills (organization content, visual aids and engaging the audience).
- Informal communication (small talk, networking, and conversational skills).
- Professional writing (business e-mails, memos, reports, formal letters, etc.).

Recommended Instructional / Reading Materials

1. "Understanding and Using English Grammar" by Betty Schramper Azar.
2. "English Grammar in Use" by Raymond Murphy.
3. "English High school Grammar " by wren& Martin.
4. "The Blue Book of Grammar and Punctuation" by Jane Straus.
5. "English for Specific Purposes: A Learning-Centered Approach" by Tom Hutchinson and Alan Waters.
6. "Cambridge English for Job-hunting" by Colm Downes.
7. "Practical English Usage" by Michael Swan.
8. "Reading Literature and Writing Argument" by Missy James and Alan P. Merickel.
9. "Improving Reading: Strategies, Resources, and Common Core Connections" by Jerry Johns and Susan Lenski.
10. "Comprehension: A Paradigm for Cognition" by Walter Kintsch.
11. "Communication Skills for Business Professionals" by J.P.Verma and Meenakshi Raman.

Course Code	BSN:616
Course Title	Information and Communication Technology
Credit Hours	2 (1+0+1)

1. Course Description:

This course is designed to offer students an exploration of the practical applications of Information and Communication Technologies (ICT) and software tools across various domains. Students will gain hands-on experience with a variety of software applications, learning how to use ICT to solve everyday problems, improve productivity, and foster innovation in different fields. Through individual exercises, interactive discussions, and practical activities, students will develop proficiency in utilizing software for communication, creativity, and more.

2. Course Learning Outcome:

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

1. Explain the fundamental concepts, components, and scope of Information and Communication Technologies (ICT).
2. Identify uses of various ICT platforms and tools for different purposes.
3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
4. Understand the ethical and legal considerations in use of ICT platforms and tools.

3. Teaching/Learning and Strategies:

Small group discussions, quizzes, class activities, self-study, and viva practice.

4. Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam	25 %
Viva/Practical/PPT	20 %
End Semester Exam	40 %
Total	100%

5. Course Content:

Unit 1: Introduction to Information and Communication Technology:

- Identify the components of ICT, including hardware, software, ICT platforms, networks, and data storage (local and cloud).
- Discuss the scope of ICT across various domains such as education, healthcare, business, governance, and digital media.
- Explain the use of ICT in enhancing healthcare delivery and nursing practice.

- Describe emerging technologies and future trends in ICT and their potential applications in nursing and healthcare.

Unit II: Basic ICT productivity Tools:

- Demonstrate effective information retrieval using search engines (e.g., Google, Bing, etc.) to explore World Wide Web.
- Utilize formal communication tools with professional etiquette (Gmail, Microsoft Outlook, etc.).
- Operate productivity tools for creating documents, analyzing data, and presenting information.
- Apply cloud storage solutions for collaborative data management.
- Employ note-taking applications for task and idea organization.
- Navigate video conferencing platforms for remote collaboration.
- Explore social media applications for networking and professional growth.

Unit III: ICT in Education:

- Demonstrate proficiency in using learning management systems (e.g., Moodle, Canvas, Google Classroom) for educational activities.
- Identify reliable sources of online education courses such as Coursera, edX, and Khan Academy.
- Utilize interactive multimedia tools and virtual classroom platforms for effective teaching and learning.
- Apply ICT tools to enhance engagement in virtual and blended learning environments.

Unit IV: ICT in Health and Well-being:

- Demonstrate the use of health and fitness tracking applications (e.g., Google Fit, Samsung Health) to monitor physical well-being.
- Analyze the benefits and limitations of telemedicine platforms (e.g., OLADOC, Sehat Kahani) for online health consultations.
- Apply ICT tools to promote awareness of personal health and fitness management.
- Evaluate the role of digital health technologies in improving access to healthcare services.

Unit V: ICT in Personal Finance and Shopping:

- Demonstrate the use of online banking tools (e.g., Jazz Cash, Easypaisa) for secure financial transactions and management.
- Utilize e-commerce platforms (e.g., Daraz.pk, Telemart) for efficient online shopping and order management.
- Analyze the benefits and risks associated with digital financial tools and e-commerce platforms.
- Apply ICT solutions to manage personal finances and budgeting effectively.

Unit VI: Digital Citizenship and Online Etiquette:

- Define digital identity and its impact on online reputation management.
- Explain the principles of netiquette and demonstrate respectful online communication.
- Identify the signs of cyberbullying and online harassment and discuss strategies for prevention and response.
- Promote responsible digital citizenship by emphasizing ethical behavior and online safety.

Unit VII: Ethical Considerations in Use of ICT Platforms and Tools

- Define intellectual property and copyright issues in the context of ICT usage.
- Explain the importance of originality in content creation and strategies to avoid plagiarism.
- Discuss the role of accuracy and integrity in content shared through ICT platforms, and how to prevent misinformation and fake news.
- Promote ethical use of information sources and respect for intellectual property in digital environments.

Practical Requirements:

As part of the overall learning requirements, the course will include;

1. Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), spreadsheet software (e.g., Microsoft Excel) among such other tools. Students may be assigned practical tasks that require them to create documents, presentations, and spreadsheets etc.
2. Assigning of tasks that involve creating, managing, and organizing files and folders on both local and cloud storage systems. Students will practice file naming conventions, creating directories, and using cloud storage solutions (e.g., Google Drive, OneDrive).
3. The use of an online learning management system (LMS) where students can access course materials, submit assignments, participate in discussions forums, and take quizzes or tests. This will provide students with the practical experiences with online platforms commonly used in education and the workplace.

Recommended Readings:

1. Discovering Computers by Vermaat, Shaffer and Freund.
2. Go with Microsoft Office series by Gaskin, Vargas, and McLellan.
3. Exploring Microsoft Office Series by Grauer and Poatsy.
4. Computing Essentials by Morley and Parker.
5. Technology in Action by Evans, Martin, and Poatsy.

Course Code	BSN:617
Course Title	Ideology and Constitution of Pakistan
Credit Hours	2 (2+0+0)

1. Course Description:

This course is designed to provide students with a foundational understanding of the ideology and constitution of Pakistan. It focuses on the key principles, beliefs, and aspirations that played a crucial role in the creation and development of Pakistan as a sovereign state. Additionally, the course will help students comprehend the core provisions of the Constitution of the Islamic Republic of Pakistan, particularly regarding the fundamental rights and responsibilities of Pakistani citizens, enabling them to act in a socially responsible manner.

2. Course Learning Outcome:

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

1. Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
2. Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
3. Explain the guiding principles regarding the rights and responsibilities of Pakistani citizens as outlined in the Constitution of Pakistan 1973.

3. Teaching/Learning Strategies:

Small group discussion, quizzes, class activities, self-study, documentaries.

4. Assessment Criteria:

Individual Presentation/Documentaries	10%
Sessional Exams (SAQs/SEQs)	10%
Mid Term Exam	25 %
Viva/Practical/PPT	15%
End Semester Exam	40 %
Total	100

5. Course Content:

Unit I: Introduction to the Ideology of Pakistan:

- Define ideology and explain its significance in shaping political and social movements.
- Examine the historical context of the creation of Pakistan, focusing on the socio-political, religious, and cultural dynamics of British India from 1857 to 1947.
- Identify the contributions of key figures such as Allama Muhammad Iqbal and Muhammad Ali Jinnah in the Pakistan freedom movement.
- Analyze the role of women and students in advocating for a separate homeland for Muslims of British India.

Unit II: Two-Nation Theory:

- Examine the historical development of the Two-Nation Theory, analyzing critical events such as the Urdu-Hindi controversy, the Partition of Bengal, the Simla Deputation of 1906, Allama Iqbal's Presidential Address in 1930, the Congress Ministries of 1937, and the Lahore Resolution of 1940.
- Critically assess the influence of communalism and religious differences in the formulation of the Two-Nation Theory and its role in advocating for a separate Muslim homeland in British India.

Unit III: Introduction to the Constitution of Pakistan:

- Define the concept of a constitution and analyze its importance in the governance and legal framework of a country.
- Examine the ideological factors that influenced the development of Pakistan's Constitution, with particular focus on the Objectives Resolution of 1949.
- Evaluate the major constitutional developments in Pakistan, highlighting key events and amendments that have shaped the country's political and legal landscape.

Unit IV: Constitution and State Structure:

- Describe the structure of government in Pakistan, detailing the roles and functions of the executive, legislature, and judiciary.
- Analyze the distribution of powers between the federal and provincial governments in Pakistan, with a focus on the implications of the 18th Amendment.
- Evaluate the impact of the 18th Amendment on the federal system of Pakistan, considering changes in provincial autonomy and power dynamics.

Unit V: Fundamental Rights, Principles of Policy and Responsibilities:

- Identify the fundamental rights guaranteed to citizens by the Constitution of Pakistan (Articles 8-28), and explain their significance.
- Explain the Principles of Policy as outlined in Articles 29-40 of the Constitution of Pakistan, highlighting their role in guiding state policy.

- Discuss the responsibilities of Pakistani citizens under Article 5 of the Constitution, emphasizing civic duties and national obligations.

Unit VI: Constitutional Amendments:

- Describe the procedures for amending the Constitution of Pakistan, focusing on the role of the Parliament and the President in the process.
- Analyze notable constitutional amendments, such as the 18th and 21st Amendments, and evaluate their implications on the political structure and governance of Pakistan.

Recommended Readings:

1. "The Idea of Pakistan" by Stephen P. Cohen.
2. "Ideology of Pakistan" by Javed Iqbal.
3. "The Struggle for Pakistan" by I.H. Qureshi.
4. "Pakistan the Formative Phase" by Khalid Bin Sayeed.
5. "Pakistan: Political Roots and Development" by Safdar Mahmood.
6. "Ideology of Pakistan" by Sharif-ul-Mujahid.
7. "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jalal.
8. "Jinnah, Pakistan and Islamic Identity: The Search for Saladin" by Akbar S. Ahmed.
9. "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz.
10. "Pakistan: A New History" by Ian Talbot.
11. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring.
12. "The Constitution of Pakistan 1973". Original.
13. "Constitutional and Political Development of Pakistan" by Hamid Khan.
14. "The Parliament of Pakistan" by Mahboob Hussain.
15. "Constitutional Development in Pakistan" by G. W. Choudhury.
16. "Constitution-Making in Pakistan: The Dynamics of Political Order" by G. W. Choudhury.

Course Code	BSN:618
Course Title	Understanding of Holy Quran -1
Credit Hours	1 (0+0+1)

INTRODUCTION

This outline is in accordance with the vision of HEC to incorporate two courses, namely “Understanding of the Holy Quran I & II” each of 1(0+1) credit hours, in their undergraduate (NQF Level 5-6) and graduate (NQF Level 7-8) degree programs for Muslim students only. At the undergraduate level, these courses will be considered part of the general education component, increasing general education credit hours from 32 to 34, thereby raising the minimum degree completion requirement from 122 to 124 credit hours and the maximum degree completion requirement from 146 to 148 credit hours. For NQF Level 7 qualifications, the

minimum degree completion requirement will increase from 30 to 32 credit hours, while for NQF Level 8 qualifications, the course work requirement will increase from 18 to 20 credit hours.

LEARNING OUTCOMES

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

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs.
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles) , compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath –based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

TEACHING METHODOLOGY

In this course totally interactive and engaging methodology will be used for getting maximum output.

Course Frame Work

Sr. No	Description	Durations
01	Total Duration	02 Semesters=1year (for UG Program)
02	Time Duration Per week	3 contact hours
03	Semester duration	Teaching 16+2=18 Weeks

OUTLINE OF UNDERSTAND QURAN - I

Weeks	Lectures (3 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
1.	1.	1	1-6	Writing the meaning of	Proper Noun Masculine &

				Quranic words Lesson 1-8	Feminine
		1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of (و) “And” Common Noun
2.	2.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine ((هذا- هذه) Demonstrative Noun (This & That for Feminine) ((ذلك- تلك))
		1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words , phrases & translation of Sentences 17-19 Quiz	Laam for emphasis ((لـ التأكيد) Superlative Degree like أكبر Revision of all Quranic Sentences
3.	3.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 1-3	Emphatic Particle إن Preposition “For” ((لـ) Preposition ((في
		2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition ((على- من- إلى))
4.	4.	2	7- 9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition ((الباء) Absolute Negation Particle Exceptive Particle (لا النافية للجنس)((ما النافية) (إلا)
		2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction(أن), Was (كان), Vocative Particle((حرف النداء)
5.	5.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف)
		3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضاف ومضاف إليه)
6.	6.	3	6 -7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضاف ومضاف إليه)
		3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم مثنى), Dual ((المفعول
7.	7.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He(هو المنفصل) Possessive Pronoun His هـ المتصل)

		4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3 -4	Possessive Pronoun with prepositions like في بيته Pronoun “His” with prepositions like له، منه، فيه
8.	8.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You(أنت (المنفصل) Possessive Pronoun Your ك (المتصل) Possessive Pronoun with prepositions like في بيتك Pronoun “your” with prepositions like لك، منك، فيك
9.	Mid Term				
10.	10.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She(هي (المنفصل) Possessive Pronoun Her ها (المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun “Her” with prepositions like لها،
		4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (أنا (المنفصل) Possessive Pronoun Her ي (المتصل) Possessive Pronoun with prepositions like في بيتي Pronoun “My” with prepositions like لي
11.	11.	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 Quiz	Adverb ((حال
		Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المذكر السالم و جمع المذكر السالم المسبوق بحرف الجر
12.	12.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المذكر السالم المسبوق بالإضافة
		5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم (المنفصل) Possessive Pronoun Their هم (المتصل)
13.	13.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بيتهم Pronoun “Their” with prepositions like لهم
		5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (أنتم (المنفصل) Possessive Pronoun Your كم (المتصل)

					Possessive Pronoun with prepositions like في بيتكم
14.	14.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	Pronoun “Your” with prepositions like لكم Personal Pronoun We (نحن) (المنفصل) Possessive Pronoun Our نا (المتصل)
		5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions like في بيتنا Pronoun “Our” with prepositions like لنا
15.	15.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء - أولئك)
		5	19-20	Writing the meaning of Quranic sentences & Verses 19-20	ما / إلا، إن / إلا، إنما، ليس، ما ، (أَمْ، أن، بل، كأن)
16.	16.	5	21-23	Writing the meaning of Quranic sentences & Verses 21-23	(ألا، أليس، اليوم، يومئذ، سبحان، ما بينهما، قل، إذن، بئس، نعم، كلا، ما أدراك، حسب، أعلم ب، مصير، مرجع، ديناً(تميّز))
		5	Revision Unit 5	Quiz	
		6	1-3 (till Page 16)	Writing the meaning of Quranic Verbs & Translation of Quranic Sentences & Verses (1-3)	(ألا، أليس، اليوم، يومئذ، سبحان، ما بينهما، قل، إذن، بئس، نعم، كلا، ما أدراك، حسب، أعلم ب، مصير، مرجع، ديناً(تميّز))
		6	3(From Page 17) & 4 -5	Translation of Quranic Sentences & Verses 3-5	Introduction of Present Tense(& فعل مضارع) Verbal Sentence (جملة فعلية)

Assessment Modalities

The summative assessment of the Understand Quran courses as per HEC instructions for passing credit hour course. Proficiency of students in understanding of Quran may be evaluated by any of following methods:

- Workbooks within class.
- MCQ's/SAQ's in written or through google forms
- Assignments/tasks
- Group Presentations
- Viva

For assessment of QT-III course take midterm and final semester exam as per scheduled

/academic calendar. Concerned faculty member / focal person from NUMS constituent and affiliated colleges will moderate the final Question according to the approved TOS of both courses. Sixty percent 60% Internal assessment will be maintaining by faculty member as mentioned:

Description	Marks
Quiz	5
Sessional/Viva/Attendance/Class Participation	10
Midterm Exam	25
Presentations/Assignments/Class Tasks/Attendance/Class Participation	20
Final Exam	40
Pass/Fail	As per Hec & NUMS UG & PG policy
Total Marks	100

Attendance:

85% attendance is mandatory to appear in the Final Exams, in the light of Policy of the University.

Recommended Books

1. **Paper book:** All volumes are available in printed book form.
2. **Tutorial videos:** Teaching video of each lesson available on YouTube.
3. **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
4. **A flipbook:** A flipbook edition is also accessible.
5. **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Code	BSN:619
Course Title	Anthropology I
Credit Hours	1 (1+0+0)

Course Description:

This course of anthropology is designed to provide an alternative option to students who are non-Muslims in place of courses of Holy Quran/Fehm-e-Quran. The course is designed keeping in view the needs of BS, MPhil and PhD programs at NUMS. Through this course it is intended that students develop a critical understanding of the human beings, taking a broad approach to understanding many different aspects of the human experience, which is

called holism. From studying early human groups in the pre-historic era to formal organization of society, politics, religion, law, arts and language, this course will give a comprehensive introduction to the field and sub-fields in Anthropology. The different theoretical perspectives help examine the complex diversity of the social phenomenon. Therefore, through ethnographic literature we will look at different regions of the world as representative snapshots of human diversity.

Learning Objectives:

- To explore the unity and diversity of human socio-cultural experiences.
- To introduce main fields in anthropology and their inter-relatedness and mutual inspirations.
- To practice the research approaches of anthropology.
- To critically evaluate theoretical frameworks of anthropology in the light of ethnographies.

Course outlines:

- Introduction To Anthropology: History And Scope
- Subfields Of Anthropology: Cultural, Biological, Linguistic, Archaeological
- Culture: Definition, Characteristics, And Functions
- Ethnocentrism And Cultural Relativism
- Kinship And Family Systems
- Economic And Political Organization In Societies

Learning Outcomes:

After studying this course, students will be able:

- To develop an understanding of own cultural values in a comparative context
- To develop a positive appreciation of the diversity in contemporary and past societies and cultures.

Teaching Methodologies/ Instructional Strategies:

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects /presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films

Learning Resources:

1. Decorse, C. R., &Scupin, R. (2012). *Anthropology, aglobal perspective*. USA: Pearson.
2. Delaney, C. (2004). *An experiential introduction to anthropology*. Blackwell.
3. David, E. J. (2009). *Cultural anthropology: Global forces, local lives*. Routledge.
4. Ember, C. R., & Ember, M. (2009). *Cross cultural research methods*. New York: Altamira.
5. Ember, C. R., Ember, M., & Peregrine, P. N. (2011). *Anthropology*. Delhi: Pearson.
6. Ferraro, G. &Andreatta, S. (2010). *Cultural anthropology: An applied perspective*. Belmont: Wadsworth.
7. Golden, H. P. (2009). *Culture sketches: Case studies in anthropology*. NewYork: McGraw Hills.
8. Herzfeld, M. (2001). *Theoretical practice in culture and society*. Blackwell.
9. Kuper, A. (1996). *Anthropology and anthropologists*. Routledge.
10. Metcalf, P. (2005). *Anthropology: The basics*. Oxon: Routledge.

11. Rosman, A., Rubel, P.G. & Weisgrau, M. (2009). *The tapestry of culture: An introduction to cultural anthropology*. Lanham: Rowman and Littlefield.

Year – I, Semester – II

Course Code	BSN:621
Course Title	Fundamental of Nursing-II
Credit Hours	4 (2+1+1)

1. Course Description:

This course introduces learners to various concepts of nursing practice, with an emphasis on identifying patient needs and applying the nursing process. Learners will acquire knowledge of the theoretical concepts, values, and norms of the profession while developing skills to provide basic nursing care to patients in hospital settings. Gordon's Functional Health Patterns (FHPs) will be utilized to assess patient needs.

2. Course Learning Outcome:

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

1. Plan care for the patient by utilizing functional health patterns.
2. Examine values conflict and resolution in nursing care situations.
3. Apply the nursing process and critical thinking skills to deliver safe nursing care to clients/ individuals with alterations in following physiological health patterns.
4. Apply the knowledge derived from Humanities, Natural, and Behavioral Sciences, while providing nursing care to clients.
5. Identifies professional, ethical, and legal principles relevant to the practice of a registered nurse.

3. Teaching/Learning Strategies:

Lectures, discussions, role play, group work, group presentations, demonstration videos, return demonstrations, nursing care plans, and viva/practical assessments.

4. Assessment Criteria:

Quiz	5%
Sessional Exams (SAQs/SEQs)	10%
Mid Term Exam	25 %
Viva /Practical	20 %
End Semester Exam	40 %
Total	100
Clinical	Pass/Fail

5. Course Content

Unit I: Nursing Process

- Define nursing process.
- Describe the purposes of nursing process.
- Identify the major characteristics of the nursing process.
- Identify the components of the nursing process.
- Discuss the requirements for effective use of the nursing process.
- Describe the functional health approach to the nursing process.

A. Nursing Assessment

- Describe the assessment phase of the nursing process.
- Explain the types of assessment.
- Discuss the purpose of assessment in nursing practice.
- Identify the skills required for nursing assessment.
- Differentiate the three major activities involved in nursing assessment.
- Describe the process of data collection.
- Perform a nursing assessment using a functional health approach.

B: Nursing Diagnosis

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

C: Outcome Identification and Planning

- Define outcome identification and planning.
- Explain the purposes and types of outcome identification and planning.
- Describe the components of the nursing plan of care.
- Use a functional health pattern approach to plan patient care.

D: Implementation and Evaluation

- Define implementation and evaluation.
- Discuss the purposes of implementation and evaluation.
- Describe clinical skills needed to implement the nursing plan of care.
- Describe activities the nurse carries out during the evaluation phase of the nursing process.
- Use a functional approach to implement and evaluate patient care.

E: Communication of the Nursing Process: Documenting and Reporting

- Describe the purposes of the patient record.
- List the principles of charting.
- Discuss the guidelines of documentation.
- Discuss the importance of confidentiality in the documenting and reporting process.

F: Critical Thinking

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

Unit II: Concept of Value Belief

- Define value/belief pattern.
- Explain the values clarification process.
- Explain how values, moral frameworks and codes of ethics affect moral decisions.
- Explain how behaviors related to values.
- Explain difference between personal values, professional values and family/cultural values.
- Identify essential nursing values and sources of professional nursing values.
- Apply cultural and developmental perspective when identifying values.
- Examine values conflict and resolution in nursing care situations.

Unit III: Self Concept and Self Perception

- Define self- perception/ self -concept pattern.
- Describe the functions of self and self- concept.
- Discuss how self-concept develops throughout the life span.
- Discuss factors that can affect self- concept.
- Identify possible manifestation of altered self- concept.
- Apply nursing process for a person with an altered self -concept.

Unit IV: Concept of Pain (Different Therapies)

- Define the process of pain (physiological changes).
- Describe the different theories of pain theory.
- Differentiate between acute and chronic pain.
- Discuss the non -pharmacologic interventions for pain management.
- Identify pharmacologic interventions for pain management.

Unit V: Concept of Nutrition and Diet

- Define nutrition/metabolic pattern.
- Review essential nutrients and examples of good dietary sources for each nutrient.
- Review normal digestion, absorption, and metabolism of carbohydrates, fats, and proteins.
- Discuss nutritional considerations across the life span.
- Identify factors that can affect dietary pattern.
- Describe manifestations of altered nutrition.
- Explain nursing interventions to promote optimal nutrition and health.
- Apply nursing process for patient with altered nutritional status.

Unit VI: Concept of Elimination

- Define elimination pattern.
- Discuss common problems of elimination.

- Identify nursing interventions for common problems of fecal elimination.
- Discuss common problem of Urinary Elimination.
- Identify nursing intervention for common urinary problems.
- Describe factors that can alter urinary function.
- Discuss nursing process for a patient with altered elimination pattern.

Unit VII: Concept of Sleep

- Define rest and sleep pattern.
- Define terms related to rest and sleep.
- Compare the characteristics of sleep and rest.
- Discuss the characteristics of two kinds of sleep.
- Enumerate the functions of sleep.
- Discuss factors affecting sleep.
- Identify common sleep disorders.
- Identify conditions necessary to promote sleep.
- Discuss nursing process for a patient to promote sleep.

Unit VIII: Human Responses to Illness

- Health Illness continuum.
- Human response to illness model.
- Define coping stress tolerance pattern.
- Differentiate the concepts of stress as a stimulus, response, and transaction.
- Identify physiological and psychological manifestations of stress.
- Discuss Factors affecting coping pattern during hospitalization.
- Describe various types of coping pattern.
- Discuss the nursing process related to coping stress pattern.

Unit IX: Concept of Sexuality

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

Unit X: Concept of Loss & Grieving and Death and Dying

- Assess the physiologic signs of death.
- Identify beliefs and attitude about death in relation to age.
- Discuss the various ways of helping the dying patient to meet his/her physiological, spiritual and emotional needs.
- Discuss care of the body after death.
- Discuss the legal implications of death.
- Describe how a nurse meets a dying patient's needs of comfort.

- Discuss important factors in caring for the body after death.
- List changes that occur in the body after death.
- Define terms related to loss and grieving.
- Discuss Kubler-Ross' theory to assess grieving behaviors.
- Identify common manifestations of grief.
- Discuss the effects of multiple losses on the grief process.
- Apply the nursing process for the care of grieving patient.

Unit XI: Concept of Stress & Coping

- Define stress and explain its physiological, emotional, and psychological dimensions.
- Differentiate between acute and chronic stress and their effects on health.
- Describe key stress models, including the General Adaptation Syndrome (GAS) and Transactional Model of Stress.
- Analyze the relevance of stress models in understanding patient responses to stress.
- Identify physical, emotional, cognitive, behavioral, and physiological indicators of stress.
- Assess stress manifestations in individuals using clinical and observational techniques.
- Define coping and differentiate between adaptive and maladaptive coping strategies.
- Categorize coping mechanisms into problem-focused and emotion-focused strategies.
- Conduct a comprehensive assessment of stress levels and coping mechanisms in patients.
- Develop and implement nursing care plans to manage stress, including stress reduction techniques and patient education.
- Evaluate the effectiveness of nursing interventions in improving stress-related outcomes and coping skills.

Unit XII: Medication Administration

- Define medication administration and its importance in patient care.
- Describe the roles and responsibilities of healthcare professionals in administering medications safely.
- Explain the significance of drug standards in ensuring medication quality, safety, and efficacy.
- Identify regulatory agencies responsible for enforcing drug standards.
- Describe the legal and ethical principles guiding medication administration.
- Define drug misuse and differentiate it from abuse and dependence.
- Discuss the consequences of drug misuse for individuals and society.

- Explain the pharmacokinetics (absorption, distribution, metabolism, excretion) and pharmacodynamics of drugs.
- Analyze how drugs achieve therapeutic effects and potential adverse reactions.
- Identify physiological, psychological, and environmental factors influencing drug action.
- Discuss how age, weight, genetics, and comorbidities impact medication efficacy and safety.
- Describe the components of a complete and accurate medication order.
- Interpret common abbreviations and terminology used in medication orders.
- Explain the different systems of measurement used in medication administration (e.g., metric, apothecary, household).
- Convert units within and between measurement systems accurately.

Unit XIII: Rights of Drug Administration

- List and define the ten rights of drug administration to ensure patient safety.
- Demonstrate the proper procedure to verify the Right Patient using two patient identifiers.
- Apply the steps for verifying the Right Drug, Right Dose, Right Route, and Right Time before administering medication.
- Accurately document the Right Documentation, including details of medication administration.
- Assess and document the Right Response to medication, observing for therapeutic effects and adverse reactions.
- Recognize and respect the Right to Refuse medication, and explain the appropriate actions to take in such cases.

Unit XIII: Oral Medication Administration

- Define oral medication, its uses in patient care, and common dosage forms (e.g., tablets, capsules, liquids).
- Describe the advantages and disadvantages of oral medication.
- Demonstrate the steps involved in safely administering oral medications.
- Demonstrate proper techniques for preparation and measurement.
- Provide patients with information on dosage, side effects, and adherence.

Unit XIV: Parental Medication

- Define parenteral medication and distinguish it from oral medication.
- Explain the significance of parenteral routes in drug administration.
- List and describe the equipment required for administering parenteral medications (e.g., syringes, needles, vials).
- Explain the proper use and maintenance of parenteral medication equipment.
- Identify safety precautions to prevent needle stick injuries during the administration of parenteral medications.

- Describe the procedures for handling and disposing of needles and syringes safely.
- Demonstrate the correct procedure for preparing injectable medications, including aseptic technique.
- Explain how to accurately calculate doses for injectable medications.
- Describe the various routes for administering parenteral medications (e.g., intramuscular, subcutaneous, intravenous, intradermal).
- Compare the advantages and disadvantages of each route.
- Process of Administering Parenteral Medication.
- Identify key considerations for patient comfort and safety during the administration process.

Clinical Objectives:

1. Perform all basic nursing skills safely and accurately in the clinical setting.
2. Utilize techniques of therapeutic communication skills with patient and health team members.
3. Collect patients' data through interviews.
4. Observe the coordination of patients' care between the health team members.
5. Utilize appropriate hospital forms for documentation.
6. Assess and document variations in Vital Signs
7. Apply a Nursing care plan based on priority patients' problems by following all the six components of the nursing process.
8. Observe various legal forms/documents used in the admission process.
9. Document patients' assessment and care provided.
10. Demonstrate safety measures for patients.
11. Demonstrate the range of motion exercises on a patient.
12. Assist patients in maintaining proper body alignment in the bed.
13. Perform basic fundamental psychomotor nursing skills.
14. Assist in transferring patients from bed to bed, a bed to chair, and bed to stretcher.
15. Utilize different comfort devices in patients' care.
16. Assist patients with different types of positions.
17. Demonstrate characteristics of a professional nurse.

Recommended Reading:

1. Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. (2021). *Fundamentals of nursing-e-book*. Elsevier health sciences.
2. DeLaun, S. C. (2011). *Fundamentals of nursing*.
3. Williams, P. A. (2021). *Fundamental concepts and skills for nursing-e-book*. Elsevier Health Sciences.
4. Crips, J., & Taylor, C. (2005). *Fundamentals of nursing*.
5. Sharma, S. (Ed.). (2021). *Potter and Perry's Fundamentals of Nursing: Third South Asia Edition E Book*. Elsevier Health Sciences.
6. Pamela Barbara Lynn_ Carol R. Taylor - Taylor's clinical nursing skills _ a nursing process approach (2015)

7. First Aid (7th Edition) Alton, Steven, Benjamin Howard Bob
8. First + Aid and Emergency Management Parvesh Saini Textbook on Operation Theater Nursing by I Clement
9. Nursing Diagnosis handbook: an evidence- based guide to planning care
10. Dewit's Fundamental Concepts and Skills for Nursing Patricia Williams
11. Clinical Nursing Procedures: The Art of Nursing Practice, Amamma Jacob, Rekha R. Jedhav Sonali Trachand.
12. (Nursing Care Plans) Marilynn E. Doenges, Mary Frances Moorhouse, Alice C. Murr - Nursing Care Plans_ Guidelines for Individualizing Client Care Across the Life Span-F.A. Davis Company (2019)

Course Code	BSN:622
Course Title	Anatomy and Physiology II
Credit Hours	3 (2.5+0+0.5)

1. Course Description:

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

2. Course Learning Outcome:

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

1. Describe and correlate the structures and functions of the following systems of the human body.
 - I. Respiratory system
 - II. Urinary system
 - III. Sensory Nervous system
 - IV. Endocrine system
 - V. Reproductive system
2. Relate the basic anatomy & physiology concepts to the nursing care of client.

3. Teaching/Learning Strategies:

Interactive lectures, small group discussion, quizzes, class activities, self-study and viva practice

4. Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam	25 %
Viva/Practical	20 %
End Semester Exam	40 %
Total	100%

5. Course Content:

Unit I: Respiratory System

- Define respiratory system.
- Define respiration.

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

Unit II: Urinary System

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

Unit III: Nervous System

- Define Nervous system.
- Briefly discuss organization of Nervous system.
- Describe the structure and function of Neuron and neuroglia.
- Define nerve & its types.
- Identify the principal parts of the brain i.e. Hind brain, Mid brain & Fore brain.
- Describe the three meninges covering the brain & spinal cord.
- Identify the ventricles of the brain.
- Briefly explain the formation, circulation, reabsorption & functions of cerebrospinal fluid (CSF).
- Describe the structure of cerebrum in terms of:
 - Lobes (sulci and gyrus)
 - Functional areas
- Discuss the structure & function of:
 - Brain stem (Mid brain, pons & medulla oblongata)
 - Cerebellum
- Discuss the general & gross sectional structure of the spinal cord.

- Describe reflex arc.
- Discuss the distribution of the spinal nerves and spinal plexus.
- Discuss the cranial nerves in terms of:
 - Central connection
 - Peripheral connection
- Define Autonomic Nervous System
- Discuss the sympathetic and Para sympathetic Nervous system.

Unit IV: Special Senses

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

Unit V: Endocrine System

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

Unit VI: Reproductive System

- Define Reproduction
- Define Reproductive System.
- List the function of male & female reproductive organs
- Categorize the Female Reproductive organs into:
 - Essential organs
 - Accessory organs
- Discuss the location and structure of Female External Genitalia (VULVA).

- Describe the location, Structure & function of Female Internal Genitalia
- Discuss the Female Reproductive Cycles (ovarian and menstrual cycles)
- Categorize the male reproductive organs into
 - Essential organs
 - Accessory organs
- Location and structures involved in the male reproductive system.
- Describe the structure and function of testis and accessory organs.

Recommended Reading:

1. Waugh, A., & Grant, A. (2010). Ross and Wilson anatomy and physiology in health and illness 11th ed. NY: Elsevier.
2. Guyton, A. C. (2001). Medical Physiology (10th ed) Washington: Kirokawa.
3. Tortora, G. J. (2000). Principles of Human Anatomy and Physiology (3rd ed). New York: Happer & Row
4. Watson, R. (2018). Anatomy and Physiology for Nurses E-Book: Anatomy and Physiology for Nurses E-Book. Elsevier Health Sciences.
5. Boore, J., Cook, N., & Shepherd, A. (2016). Essentials of anatomy and physiology for nursing practice. Sage.
6. Peate, I. (2022). Anatomy and Physiology for Nursing and Healthcare Students at a Glance. John Wiley & Sons.
7. Patton, K. T., Bell, F. B., Thompson, T., & Williamson, P. L. (2022). Anatomy & Physiology with Brief Atlas of the Human Body and Quick Guide to the Language of Science and Medicine-E-Book: Anatomy & Physiology with Brief Atlas of the Human Body and Quick Guide to the Language of Science and Medicine-E-Book. Elsevier Health Sciences.
8. Thibodeau, G. A., & Patton, K. T. (2004). Structure & function of the body. Mosby.
9. Jenkins, G., & Tortora, G. J. (2016). Anatomy and physiology. John Wiley & Sons.
10. Scanlon, V. C., & Sanders, T. (2018). Essentials of anatomy and physiology. FA Davis.
11. Peate, I., & Nair, M. (Eds.). (2011). Fundamentals of anatomy and physiology for student nurses. John Wiley & Sons.
12. Drake, R., Vogl, A. W., & Mitchell, A. W. (2009). Gray's anatomy for students E-book. Elsevier Health Sciences.

Course Code	BSN 623
Course Title	Professional Ethics for Nurses
Credit Hours	2 (2+0+0)

1.Course Description:

The course focuses on the knowledge of drugs, including their classification, therapeutic effects, anticipated reactions, toxic effects, and potential for abuse. At this level, the emphasis is on applying these concepts to patient care situations, such as patient assessment, drug dosage calculations and administration, patient and family education, and documentation of patient responses to specific medications. A major emphasis will be placed on nursing management practices that minimize adverse effects and maximize therapeutic outcomes for patients, including the role of the nurse in pharmacological research.

Course Learning Outcomes:

By the end of this course the learners will be able to

1. Differentiate between different ethical principles in health care and nursing.
2. Identify ethical concerns in the clinical area and discuss alternatives for the identified ethical concerns.
3. Discuss the changing health environment for the role of nurses in the delivery of ethical nursing care.
4. Exhibit characteristics of a professional nurse.
5. Explore and demonstrate respect for patient's/families' values and beliefs' clinical setting.
6. Integrate nursing code of ethics and ethical principles in a clinical setting.

2.Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), role play, group presentations, small group discussion, Panel Discussion, debate and case studies discussion.

3.Assessment Criteria:

Quiz	5%
Case Study Presentation	5%
Sessional/Diary journal	10 %
Midterm	25%
Assignment / Debate	15%
End Semester Exam	40%
Total	100%

4. Course Content:

Unit I: Introduction to Nursing Ethics

- Define the terms: ethics, nursing ethics and bio-ethics, value, belief,

morals, attitude, conflict, dilemma, ethical dilemma.

- Discuss importance of ethics in nursing.
- Review criteria of a profession.
- Develop Characteristics of a Professional Nurse.

Unit II: Value Set

- Define Value & value clarification.
- List and describe types of values.
- Identify personal, societal, organizational professional and moral values.
- Explain modes of value transmission.
- Recognize value conflicts and its implication to nursing practice.
- List advantages of value clarification in nursing profession.
- Explain how to develop professional values.
- Discuss implication of Nursing Care Ethics in Divers Society.

Unit III: Ethical Principles and Theories

- Discuss ethical principles in health care in the light of ethical theories.
- Discuss the ethical dilemmas face by nurses and client.
- Discuss the strategies to resolve ethical dilemma in daily nursing practice.
- List steps of ethical decision-making.

Unit IV: Confidentiality and Informed consent

- Define confidentiality and informed consent
- Discuss the importance of confidentiality & consent
- List ethical and legal elements of informed consent
- Discuss the process informed consent.
- Discuss nurse's roles and responsibilities in consent process
- Implication of case consultation in nursing ethics.

Unit V: Bills of Rights

- Define rights & bills of right.
- List the types of rights.
- Describe the role of nurse in relation to bills of right.
- Explain patient's bills of right in a tertiary care health facility.

Unit VI: Code of Ethics

- Define code & code of ethics.
- List the function & elements of ethical code
- Explain code of ethics by ICN and Pakistan Nursing Council
- Compare code of ethics by ICN and Pakistan Nursing Council
- Discuss application of code of ethics in clinical settings.
- Define Nursing Pledge in relation to code of ethics.

Unit VII: Professional Autonomy and Ethics

- Define profession, professional, autonomy, accountability and unity.
- Discuss the characteristics of professional nurse.
- Relate the code of ethics to professional status.
- Discuss the professional autonomy and ethics.

- Relate accountability to professional status.
- Discuss the concept of unity and its relationship to professional status in nursing.
- Relate Nursing ethics to standards of nursing practice.

Unit VIII: Ethical Dilemma in Professional Practice

- Define dilemma and professional obligation
- Identify common areas of negligence and nurses' liability in these areas.
- Discuss nurses' advocacy in various scenarios and clinical cases related to
 - Life support equipment
 - Selling body parts
 - Risk management and occupational hazards.
 - Documentation of nursing care.
 - Employment issues
 - Medical malpractice lawsuit

GUIDELINE FOR DEBATE (15%)

- Each group will choose a topic. Please take prior appointment for your group for topic submission. All members are required to come for finalization of topic.
- Each group will have two teams. One team will present arguments in favor of topic (Pro team). The other team will present arguments in opposition to the topic. (Con team)
- Each group will be required to submit reference file on the of debate.

Each team will have 20 minutes

- A member from Pro team presents arguments. 3 minutes
- A member from Con team will present argument. 3 minutes.
- Question and Answers for both group 10 minutes.
- Conclusion from both teams 2 minutes each.

Suggested Topics for Debate:

1. Patients have right to live and die.
2. Abortions should be legalized.
3. Clients have right to know about their disease and prognosis.
4. Placebos should be permitted in Health care.
5. Clients have right to receive and refuse treatment.
6. Who deserves the priority for treatment? A child aged 5 years or a 55-year elderly man.
7. Who should make the decisions patient or family or health team
8. Society benefit vs patients' benefit (e.g. aids).
9. Should organs be sold or not.
10. Should family be present during CPR/procedures or not
11. Should the culture be respected or not while caring (When conflict with medicine)
12. Should learners' practice / learn on patients or not.
13. Who should take care the spiritual need? Nurse or spiritual leader?
14. Should the literature be used from any source without acknowledgement or not.

GUIDELINE FOR DIARY-JOURNAL (10%)

The purpose of the diary is

- To show that you recognize ethical and legal problems in your practice
- To show that you understood what you read in your required self-selected reading
- To show how it affected your thoughts, feelings, and actions in your nursing practice.

The Diary-Journal is a log of the ethical/legal aspects of your practice with patients during the semester. It contains 4 things:

1. The learners have to choose one of the patients that you care for as a learner in your clinical courses per week. For each of these patients, identify at least one ethical or legal issue related to their nursing care and describe it fully in your journal, giving the relevant details of the legal or ethical nursing problem in the patient's situation.
2. Learners are required to read text listed for each class, to explore articles and books of their choosing, and to self-select the reading material. In your journal state what you read and the date when you read it. Then give a summary of what you read and write down how it affected your thoughts, feelings, values or actions in your practice with a specific patient during the following week.
3. At the end of journal, learners have to choose 1 of the nursing ethical obligation identified in one of the patient situations which have been written in journal. Then carefully describe the ethical or moral responsibilities, rights, and obligations we have in the situation. Give citations from additional readings to support the answer. State the lessons learned from this experience.

Recommended Reading:

1. Mosby's Drug Guide for Nursing Students with update, 15th Edition Author: Linda Skidmore-Roth, 2023. ISBN Number 9780443123887
2. Lehne's Pharmacology for Nursing Care, 12th Edition Authors : Jacqueline Rosenjack Burchum & Laura D. Rosenthal PREVIOUS EDITION -ISBN : 9780323825221
3. LIPPINCOTT Illustrated Reviews PHARMACOLOGY, 9th edition Author: Karen Whalen, Rajan Radhakrishnan, Carinda Field. 2023
4. Mosby's Pharmacology Memory NoteCards, 7th Edition Visual, Mnemonic, and Memory Aids for Nurses Authors : JoAnn Zerwekh & Ashley Garneau PREVIOUS EDITION -ISBN : 9780323661911 2024
5. Lippincott Pocket Drug Guide for Nurses Twelfth edition, North American Edition by REBECCA TUCKER ISBN: 9781975217068
6. Principles of Bio medical Ethics (5th ed), Beauchamp T. L. and Childress, J. F

Course Code BSN:624
Course Title **Applied Nutrition**
Credit Hours 2 (2+0+0)

1. Course Description

This course is intended to furnish the learners in application of knowledge of nutrition in the prevention & treatment of diet related diseases, both in the community & hospital settings. It further enhances the learners' understanding in managing nutritional needs of patients with chronic and long-term diseases.

2. Course Learning Outcome

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

1. Describe the role of Diet for the prevention & management of diseases.
2. Apply the knowledge of nutrition in the management of nutritional needs of patients with chronic and long-term diseases.
3. Plan a healthy balanced diet based on available resources and nutritional needs for the health, growth of the family members of different ages.

Teaching Learning Strategies:

Lecture, discussion, role play, group work, group presentation, Make Healthy Diet Plan on one case

3.Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam	25 %
Assignment /PPT	20 %
End Semester Exam	40 %
Total	100%

4.Course Content:

Unit I: Introduction to Nutrition

- Understand the Pakistan Food Pyramid and its role in promoting a balanced diet.
- Analyze the nutritional role of different food groups.
- Apply culturally appropriate dietary recommendations.
- Assess nutritional needs and create personalized plans.
- Explain the role of nutrition in preventing and managing diet-related diseases.
- Apply nutritional assessments for patients with chronic conditions.

- Evaluate the impact of nutrition on patient health in nursing practice.

Unit II: Maternal Nutrition

- Understand the nutritional needs during pregnancy and lactation.
- Analyze the importance of pre-pregnancy diet for maternal health.
- Discuss the nutritional requirements and challenges for adolescent pregnancies.
- Identify nutritional risk factors during pregnancy, including concerns such as weight gain, feeding twins, and managing diabetes.
- Evaluate the prevalence and impact of iron deficiency anemia in pregnant women in Pakistan and recommend dietary interventions.

Unit III: Nutritional Consideration in Infancy and Preschool Years

- Discuss appropriate feeding options for infants in various circumstances in Pakistan.
- Identify major nutritional risk factors in infancy and preschool years and recommend strategies for prevention and management.
- Understand the process of weaning, pre-lacteal feeds, and the introduction of foods, including types and quantities.

- Provide counseling to mothers on proper nutritional care for their children during infancy and preschool years.
- Assess the role of early childhood nutrition in long-term health and development.

Unit IV: Weight Management

- Define the concept of appropriate body weight and its relevance to overall health.
- Analyze the relationship between excess body weight and the development of chronic diseases.
- Understand the concept of energy balance and its role in weight management.
- Calculate Body Mass Index (BMI) and interpret its significance in assessing weight status.
- Discuss the role of diet and exercise in effective weight management and the impact of behavior modification techniques.

Unit V: Enteral and Prenatal Nutrition

- Understand the characteristics, nutritional composition, and concentration of formula feedings.
- Identify the various types of enteral nutrition and their appropriate uses.
- Discuss the potential complications associated with enteral feeding, including mechanical, gastrointestinal, and metabolic issues.
- Apply evidence-based practices for managing enteral nutrition in clinical settings.
- Provide patient education on enteral feeding techniques and potential complications.

Unit VI: Nutritional Consideration in The Prevention and Management of Cardio Vascular Diseases.

- Identify and assess risk factors for the development of hypertension and coronary artery disease.
- Understand the role of nurses in managing dietary interventions for patients with hypertension and hyperlipidemia.
- Provide counseling to patients on dietary strategies for the prevention of coronary artery disease.
- Recommend and apply dietary modifications, including low cholesterol, low saturated fat, and low sodium diets, for cardiovascular health.
- Evaluate the impact of dietary management in the prevention and treatment of cardiovascular diseases.

Unit VII: Nutritional Consideration in The Prevention and Management of Liver Disease

- Understand the role of diet in the management of gallstones and the prevention of complications.
- Apply dietary management strategies for liver diseases, including hepatitis, cirrhosis, and hepatic encephalopathy.

- Analyze current beliefs and practices related to diet in the management of liver disease within the community.
- Recognize the role of the nurse in dietary management and patient education for individuals with liver disease.
- Develop patient care plans for nutritional support in liver disease management.

Unit VIII: Nutritional Consideration in The Prevention and Management of Renal Disease

- Identify nutritional risk factors for nephrolithiasis and renal failure.
- Understand the role of diet in the etiology, prevention, and management of nephrolithiasis, renal failure, and during dialysis.
- Apply appropriate nutritional management strategies for nephritic syndrome.
- Recognize and manage iron deficiency anemia in renal patients, including identifying dietary sources of iron.
- Develop dietary plans and interventions to support renal health and improve patient outcomes in renal disease management.

Unit IX: Nutritional Consideration in The Prevention and Management of Type II Diabetes Mellitus

- Understand the prevalence and impact of Type II Diabetes Mellitus (DM) in Pakistan.
- Identify dietary factors associated with the development and management of Type II DM.
- Analyze the role of weight gain in the etiology of Type II DM and its implications for patient care.
- Recognize the nurse's role in the prevention, education, and dietary management of Type II DM.
- Develop effective dietary strategies to support patients in the prevention and management of Type II DM.

Recommended Reading:

1. Dudek, S. G. (2021). Nutrition Essentials for Nursing Practice (9th Edition). Wolters Kluwer.
2. Mahan, L. K., & Raymond, J. L. (2021). Krause's Food and the Nutrition Care Process (15th Edition). Elsevier.
3. Supplementary Texts:
4. Whitney, E., & Rolfes, S. R. (2021). Understanding Nutrition (16th Edition). Cengage Learning.
- 5.Sizer, F., & Whitney, E. (2021). Nutrition: Concepts and Controversies (15th Edition). Cengage Learning.
6. Community and Public Health Nutrition:
7. Boyle, M. A., & Holben, D. H. (2020). Community Nutrition in Action: An Entrepreneurial Approach (8th Edition). Cengage Learning.
8. Wardlaw, G. M., & Smith, A. M. (2021). Contemporary Nutrition: A Functional Approach (12th Edition). McGraw-Hill Education.
9. Biochemistry and Metabolism:
10. Gropper, S. S., Smith, J. L., & Carr, T. P. (2020). Advanced Nutrition and Human Metabolism (7th Edition). Cengage Learning.
11. Dietary Guidelines and Clinical Nutrition:

12. Escott-Stump, S. (2021). Nutrition and Diagnosis-Related Care (9th Edition). Wolters Kluwer.
13. Essential Regional Perspectives:

Pakistan Dietary Guidelines for Better Nutrition – Developed by the Ministry of Planning Development & Reform, Pakistan.

Course Code	BSN:625
Course Title	Quantitative Reasoning-I
Credit Hours	3 (3+0+0)

1. Course Description:

Quantitative Reasoning (1) is an inductor level undergraduate course that focus on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students' abilities to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem-solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major / field of study.

2. Course Learning Outcome:

By the end of this course, students shall have:

1. Fundamental numerical literacy to enable them work with numbers, understand their meaning, and present data accurately.
2. Understanding of fundamental mathematical and statistical concepts.
3. Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts and equations etc

3. Teaching Learning Strategies:

Lecture/tutorials/handouts, self-directed learning

4. Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam	25 %
Assignment /Tutorials	20 %
End Semester Exam	40 %
Total	100%

5. Course Content:

Unit I: Numerical Literacy

- Number system and basic arithmetic operations.
- Units and their conversions, dimensions, area, perimeter, and volume.
- Rates, ratios, proportions, and percentages.

- Types and sources of data.
- Measurement scales.
- Tabular and graphical presentation of data.
- Quantitative reasoning exercises using number knowledge.

Unit II: Fundamental Mathematical Concepts

- Basics of geometry (lines, angles, circles, polygons etc.).
- Sets and their operations.
- Relations, functions, and their graphs.
- Exponents, factoring and simplifying algebraic expressions.
- Algebraic and graphical solutions of linear and quadratic equations and inequalities.
- Quantitative reasoning exercises using fundamental mathematical concepts.

Unit III: Fundamental Statistical Concepts

- Population and sample
- Measures of central tendency, dispersion, and data interpretation.
- Rules of counting (multiplicative, permutation and combination.
- Basic probability theory.
- Introduction to random variables and their probability distributions.
- Quantitative reasoning exercises using fundamental statistical concepts.

Recommended Instructional / Reading Materials

1. Reasoning: Tools for Today's informed Citizen" by Bernard L. Madison Lynn and Arthur Steen.
2. Quantitative Reasoning for the information Age" by Bernard L. Madison and David M. Bressoud.
3. Fundamentals of Mathematics" by Wade Ellis.
4. Quantitative Reasoning: Thinking in Numbers by Eric Zaslow.
5. Thinking Clearly with Data: A guide to Qualitative Reasoning and Analysis by Ethan Bueno de Mesquita and Anthony Fowler
6. Using and understanding mathematics: A Quantitative Reasoning Approach by Bennett,J.O., Briggs, W. L., & Badalamenti,A.
7. Discrete Mathematcis and its Applications by Kenneth H.Rosen
8. Statistics for Technology: A Course in Applied Statistics by Chatfield,C.
9. Statistics: Unlocking the power of Data by Robin H,Lock,Patti Frazer Lock,Kari Lock,Morgan, and Eric F.Lock.

Course Title	Islamic Studies
Credit Hours	2 (2+0+0)

1. Course Description:

This course aims to provide students with a comprehensive understanding of the fundamental aspects of Islam, including its beliefs, practices, history, and societal influence. It seeks to equip students with a solid foundation for exploring Islam from both academic and cultural perspectives. Through this course, students will gain an enhanced understanding of Islam's multifaceted dimensions, enabling them to engage in complex discussions about its historical and contemporary roles while fostering empathy, respect, and informed dialogue.

2. Course Learning Outcomes:

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

1. Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, spiritual values and ethical principles.
2. Describe basic sources of Islamic Law and their application in daily life.
3. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.

3. Teaching/Learning Strategies:

Lecture, discussion, group work, group presentation, SAQs/SEQs

4. Assessment Criteria:

Quiz	5 %
Sessional Exams	10%
Mid Term Exam	25 %
Assignment	20 %
End Semester Exam	40 %
Total	100 %

5. Course Content:

Unit I: Introduction to Islam

- Definition of Islam and its core beliefs.
- Describe the Holy Quran (introduction, revelation and compilation).
- Explain the process of compilation, classification, and the significance of Hadith and Sunnah.
- Define key theological concepts and themes (Tawhid, Prophethood, Akhirah etc.).

Unit II: Sirah of the Holy Prophet (Peace Be Upon Him) as Uswa-i-Hasana

- Understand the life and legacy of the Holy Prophet Muhammad (Peace Be Upon Him) as an exemplary model (Uswa-i-Hasana).
- Analyze the diverse roles of the Holy Prophet (PBUH) including his roles as an individual, educator, peace maker, and leader.
- Discuss the impact of the Holy Prophet's (PBUH) teachings on contemporary practices, especially in the context of nursing and healthcare.
- Reflect on the ethical and moral principles derived from the life of the Holy Prophet (PBUH) and their application in nursing practice.
- Examine the significance of the Holy Prophet's (PBUH) character and leadership in fostering compassion, empathy, and integrity within healthcare settings.

Unit III: Islamic History and Civilization

- Understand the state of the world before the advent of Islam and its significance in shaping the course of history.
- Analyze the key events during the Rashidun Caliphate and its role in the expansion of Islamic rule.
- Discuss the contributions of Muslim scientists, scholars, and philosophers in advancing knowledge and shaping world civilization.
- Reflect on the impact of Islamic civilization on various fields such as medicine, mathematics, astronomy, and philosophy.
- Examine the historical context and long-lasting influence of Islamic civilization on modern societies.

Unit IV: Islamic Jurisprudence (Fiqh)

- Understand the fundamental sources of Islamic jurisprudence, including the Qur'an, Sunnah, Ijma, and Qiyas.
- Explain the five pillars of Islam and their significance in shaping Islamic practices and values.
- Discuss the major schools of Islamic jurisprudence (Hanafi, Maliki, Shafi'i, and Hanbali) and their contributions to Islamic law.
- Analyze the concept of Ijtihad, its principles, and its role in the development of Islamic jurisprudence.
- Apply the principles of Islamic jurisprudence in addressing contemporary issues in a healthcare setting.

Unit VI: Family and Society in Islam

- Understand the status and rights of women in Islamic teachings, including their roles in family, society, and religion.
- Analyze the concepts of marriage, family, and gender roles in Muslim societies and their impact on social dynamics.
- Discuss the family structure and core values in Muslim societies, including the importance of respect, responsibility, and mutual care.
- Examine the influence of Islamic teachings on family relationships and social norms, particularly in the context of nursing and healthcare.
- Reflect on the contemporary application of Islamic family values in a modern world while respecting diversity and cultural differences.

Unit VII: Islam and the Modern World

- Analyze the relevance of Islam in the modern world, considering globalization, its challenges, and potential prospects for Muslim societies.
- Discuss the impact of Islamophobia, the importance of interfaith dialogue, and the role of multiculturalism in promoting understanding and coexistence.
- Explore the Islamic viewpoint on socio-cultural and technological changes, focusing on how Islam addresses contemporary issues in the context of global development.
- Examine the role of Islamic principles in navigating modern challenges in healthcare, technology, and society.
- Reflect on how Islamic values can contribute to addressing global challenges, fostering peace, and improving cultural exchange.

Recommended Reading:

1. The Five Pillars of Islam: A Journey Through the Divine Acts of Worship" by Muhammad Mustafa Al-Azami
2. The Five Pillars of Islam: A Framework for Islamic Values and Character Building" by Musharraf Hussain.
3. Aaeya Hadith Seekhiya” by Prof. Dr. Muhammad Azeem Farooqi.
4. Towards Understanding Islam" by Abul A' la Mawdudi.
5. Islami Nazria e Hayat" by Kliurshid Ahmad.
6. An Introduction to Islamic Theology" by John Renard.
7. Islamic Civilization Foundations Belief & Principles" by Abul A' la Mawdudi.
8. Aaeya Tasawuf Seekhiya” by Prof. Dr. Muhammad Azeem Farooqi.
9. Women and Social Justice: An Islamic Paradigm" by Dr. Anis Ahmad
10. Islam: Its Meaning and Message" by Khurshid Ahmad.

Note: This course is compulsory for Muslim and optional for non-Muslim undergraduate students. Non-Muslim students can opt for any course of at least the same or more credits in subjects such as religious studies, ethics, theology, comparative religion, Christian ethics, etc.

Course Code	BSN 627
Course Title	Ethics (For Non-Muslims)
Credit Hours	(2+0+0)

1. Course Description

Assess their own ethical and social values and context of problems The course is designed to teach basic ethics to the nursing students to promote social and moral values, their religion teachings in them. The ethical and moral values have universal application; therefore, all major religions of the world encompass and insist on believers to practice these values in their lives. Students will develop the ethical and moral values that will enable them to quality care for patient, their families and communities at large. Student will also learn the role of diversity based on different social background and implement it in their daily practice.

2. Course Learning Outcomes:

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

1. Explore the historical development of ethics and morality
2. Explain the moral and ethical theories found in literature
3. Demonstrate knowledge of ethical values in non-classroom activities, such as service
4. learning, internships, and field work
5. Describe the terminologies and meaning related to ethics.
6. Explain the relationship of ethics with religion, science and Law
7. Appreciate the role of ethics in maintain professionalism
8. Relate the principles of ethics in daily practice

9. Practice and promote socialization among members of different faiths (religion)

3. Teaching / Learning strategies

Interactive lectures, discussions, small group work, pre-readings with or without guided questions, Jigsaw, students' presentations, role modeling and debates.

4. Assessment Criteria:

Quiz	5%
Sessional	10 %
Midterm	25%
Assignment /Project	20 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Intro to Ethics

- Understand fundamental concepts and principles of ethics.
- Identify and analyze common ethical dilemmas.
- Explore the influence of cultural and religious diversity on ethics.
- Apply ethical frameworks to decision-making.
- Reflect on personal values and their role in ethical behavior.

Unit II: Intro to Religious Ethics

- Define key concepts and principles of religious ethics.
- Relationship between ethics and religion
- Importance of moral and religious values in ethics
- Explain the ethical teachings of major world religions.
- Analyze moral issues using ethical frameworks from religious traditions.
- Compare ethical perspectives across different religions.
- Assess the role of religious ethics in addressing contemporary challenges.
- Develop personal insights on ethical diversity and its importance in fostering coexistence

Unit III: Sociological, Philosophical and Psychological

- Define fundamental sociological, philosophical, and psychological concepts and their relation to ethical practices.
- Explain how these perspectives shape ethical values, beliefs, and decision-making processes.
- Employ sociological, philosophical, and psychological frameworks to analyze ethical dilemmas.

- Analyze the interplay of social, cultural, and psychological factors in ethical reasoning across diverse contexts.
- Evaluate the impact of these perspectives on ethical behavior and professional accountability.

Unit IV: Concept of Transcendental Unity and Scientific Approaches towards Religion

- Define the concept of transcendental unity of religion and its significance in ethical discourse.
- Explain the relationship between different religious traditions and the concept of transcendental unity.
- Apply scientific approaches to explore and critically assess religious beliefs and practices.
- Compare and contrast the transcendental unity of religion with scientific perspectives on religion.
- Evaluate the role of religious unity and scientific methods in shaping ethical values and moral behavior.
- Develop a framework for integrating scientific approaches with religious ethics in the context of professional nursing practice.

Unit V: Teachings, Belief Systems, and Places of Worship in Major Religions

- Identify the core teachings and belief systems of Islam, Christianity, Hinduism, Sikhism, and Zoroastrianism.
- Explain the historical development and key ethical principles of each religion.
- Examine the influence of religious beliefs on moral decision-making in healthcare.
- Compare the significance of places of worship across these religions.
- Assess the impact of religious teachings on healthcare practices and ethical dilemmas.
- Develop culturally sensitive healthcare approaches based on knowledge of different religious traditions.

Unit VI: Debate on Common Ethical Issues

- Identify common ethical issues in healthcare and society, including those related to patient care, medical practices, and professional responsibilities.
- Analyze ethical dilemmas from various perspectives, considering cultural, religious, and societal factors.
- Evaluate different ethical frameworks and their application to real-world healthcare scenarios.
- Engage in structured debates, articulating and defending ethical positions on key issues.

- Develop critical thinking and communication skills to discuss ethical issues with sensitivity and respect for diverse viewpoints.

Unit VII: Ethical Values (Social Justice, equality of human beings)

- Define the concepts of social justice and equality in nursing practice.
- Analyze the impact of ethical values on healthcare delivery and societal well-being.
- Apply principles of equality and fairness in patient care and advocacy.
- Demonstrate strategies to promote social justice in community health initiatives.
- Advocate for policies that protect human dignity and societal institutions.

Unit VIII: Ethical Theories

- Define key ethical theories (e.g., deontology, utilitarianism, virtue ethics) and their relevance to nursing practice.
- Analyze ethical dilemmas in healthcare using different ethical theories.
- Apply ethical theories to guide decision-making in clinical scenarios.
- Evaluate the implications of ethical theories for patient advocacy and professional accountability.
- Demonstrate ethical reasoning in addressing complex healthcare issues.

Unit IX: Presentation on Social Personalities:

- Nelson Mandela
- Mother Teresa
- Abdul Sattar Edhi
- Bhagat Kanwer
- Ruth Pfau
- Nusswanjee Metha

Topics for Debate on Common Ethical Issues:

1. Autonomy vs. Paternalism: Balancing patient autonomy with healthcare provider authority.
2. End-of-Life Care: Ethical considerations in euthanasia, assisted suicide, and palliative care.
3. Confidentiality vs. Public Safety: The ethical dilemma of patient confidentiality in situations involving public health risks.
4. Genetic Testing and Privacy: Ethical implications of genetic testing and potential misuse of genetic information.
5. Resource Allocation: The ethics of distributing limited healthcare resources, particularly in crisis situations (e.g., during pandemics).
6. Cultural Sensitivity in Healthcare: Ethical challenges in providing culturally competent care in a diverse society.
7. Patient Consent: Ethical issues surrounding informed consent, especially in vulnerable populations.

8. Healthcare for All: The ethical responsibility of providing equitable healthcare access to underserved populations.
9. Medical Research and Ethics: Ethical concerns in clinical trials and medical experimentation.
10. Disability and Ethical Care: Ethical challenges in providing care to individuals with disabilities.

Recommended Readings:

1. William Lillie. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today. New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Culcutta: Noor Library Publishers, latest edition
5. Donaldson, D.M. Studies in Muslim Ethics. London: latest edition.
6. Sayeed, S.M.A.(Tr.) Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University of Karachi

Course Code	BSN:628
Course Title	Understanding of Holy Quran -II
Teaching Hours	01(0+0+1)

INTRODUCTION

This outline is in accordance with the vision of HEC to incorporate two courses, namely “Understanding of the Holy Quran I & II” each of 1(0+1) credit hours, in their undergraduate (NQF Level 5-6) and graduate (NQF Level 7-8) degree programs for Muslim students only. At the undergraduate level, these courses will be considered part of the general education component, increasing general education credit hours from 32 to 34, thereby raising the minimum degree completion requirement from 122 to 124 credit hours and the maximum degree completion requirement from 146 to 148 credit hours. For NQF Level 7 qualifications, the minimum degree completion requirement will increase from 30 to 32 credit hours, while for NQF Level 8 qualifications, the course work requirement will increase from 18 to 20 credit hours.

LEARNING OUTCOMES

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

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs.
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles) , compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence,

emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath –based sentences.

5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

OUTLINE OF UNDERSTAND QURAN - II

Weeks	Lectures (3 hrs)	Units	Lessons	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع مذكر غائب مثل يعبدون
		6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع مذكر غائب مثل يعبدون
2	2.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد مذكر مخاطب (تعبد) وجمع مذكر مخاطب (تعبدون)
		6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع مذكر مخاطب (تعبدون) صيغة المتكلم (أعبد)
3	3.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (نعبد)
		6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعبد، لا تعبدوا
4	4.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر مؤول))
		6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul jhood((لام الجحود))
5	5.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
		6	Revision (Unit 6)	Quiz	
6	6.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد الغائب
		6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
7	7.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
		6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب

8	8.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد للغائب
9	MID TERM				
10	10.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
		7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
11	11.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
		7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
12	12.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدنا
		7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدنا
13	13.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدنا
		7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدنا
14	14.	7	4 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عبدتم
		7	4 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عبدتم
15	15.	7	4 (sec 4-5)	Understanding & Translation of Verses Quiz	Past Tense صيغة الجمع للمخاطب عبدتم
		7	5-7	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عبدتم
16	16.	7	5-6	Understanding & Translation of Verses	Past Tense صيغة المتكلم والمخاطب عبدت ، عبدت
		7	7	Understanding & Translation of Verses	Past Tense صيغة المؤنث للغائب عبدت
		7	8-9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للمفرد والجمع
		7	Revision		

Assessment Modalities

The summative assessment of the Understand Quran courses as per HEC instructions for passing credit hour course. Proficiency of students in understanding of Quran may be evaluated by any of following methods:

- vi. Workbooks within class.
- vii. MCQ's/SAQ's in written or through google forms
- viii. Assignments/tasks
- ix. Group Presentations
- x. Viva

For assessment of QT-III course take midterm and final semester exam as per scheduled /academic calendar. Concerned faculty member / focal person from NUMS constituent and affiliated colleges will moderate the final Question according to the approved TOS of both courses. Sixty percent 60% Internal assessment will be maintaining by faculty member as mentioned:

Description	Marks
Midterm Exam	25
Presentations/Assignments/Class Tasks/Attendance/Class Participation	20
Sessional/Viva/Attendance/Class Participation	10
Quiz	5
Final Exam	40
Pass/Fail	As per Hec & NUMS UG & PG policy
Total Marks	100

Attendance:

75% attendance is mandatory to appear in the Final Exams, in the light of Policy of the University.

Recommended Books

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Code	BSN: 629
Course Title	Anthropology – II
Credit Hours	1 (0+ 0+ 1)

Course Description:

This course of anthropology is designed to provide an alternative option to students who are non-Muslims in place of courses of Holy Quran/Fehm-e-Quran. The course is designed keeping in view the needs of BS, MPhil and PhD programs at NUMS. Through this course it is intended that students develop a critical understanding of the human beings, taking a broad approach to understanding many different aspects of the human experience, which is called holism. From studying early human groups in the pre-historic era to formal organization of society, politics, religion, law, arts and language, this course will give a comprehensive introduction to the field and sub-fields in Anthropology. The different theoretical perspectives help examine the complex diversity of the social phenomenon. Therefore, through ethnographic literature we will look at different regions of the world as representative snapshots of human diversity.

Learning Objectives:

- To explore the unity and diversity of human socio-cultural experiences.
- To introduce main fields in anthropology and their inter-relatedness and mutual inspirations.
- To practice the research approaches of anthropology.
- To critically evaluate theoretical frameworks of anthropology in the light of ethnographies.

Course outlines:

- Introduction To Anthropology: History And Scope
- Subfields Of Anthropology: Cultural, Biological, Linguistic, Archaeological
- Culture: Definition, Characteristics, And Functions
- Ethnocentrism And Cultural Relativism
- Kinship And Family Systems
- Economic And Political Organization In Societies

Learning Outcomes:

After studying this course, students will be able:

- To develop an understanding of own cultural values in a comparative context
- To develop a positive appreciation of the diversity in contemporary and past societies and cultures.

Teaching Methodologies/ Instructional Strategies:

Interactive lectures/ team based learning, flipped classroom, critical discussions, group projects

/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films

Learning Resources:

- Decorse, C. R., & Scupin, R. (2012). *Anthropology, a global perspective*. USA: Pearson.
- Delaney, C. (2004). *An experiential introduction to anthropology*. Blackwell.
- David, E. J. (2009). *Cultural anthropology: Global forces, local lives*. Routledge.
- Ember, C. R., & Ember, M. (2009). *Cross cultural research methods*. New York: Altamira.
- Ember, C. R., Ember, M., & Peregrine, P. N. (2011). *Anthropology*. Delhi: Pearson.
- Ferraro, G. & Andreatta, S. (2010). *Cultural anthropology: An applied perspective*. Belmont: Wadsworth.
- Golden, H. P. (2009). *Culture sketches: Case studies in anthropology*. New York: McGraw Hills.
- Herzfeld, M. (2001). *Theoretical practice in culture and society*. Blackwell.
- Kuper, A. (1996). *Anthropology and anthropologists*. Routledge.
- Metcalf, P. (2005). *Anthropology: The basics*. Oxon: Routledge.
- Rosman, A., Rubel, P.G. & Weisgrau, M. (2009). *The tapestry of culture: An introduction to cultural anthropology*. Lanham: Rowman and Littlefield.

Year 2 -SEMESTER-III

Course Code	BSN: 631
Course Title	Medical Surgical Nursing – I
Credit Hours	7 (3+ 3+ 1)

1. Course Description:

This course is structured to equip learners with the essential knowledge and skills required to provide care for adult patients admitted to the hospital with various medical conditions. Emphasizing the effective application of the nursing process, the course aims to enable students to deliver patient care and support the restoration of optimal health. It focuses on understanding the responses of individuals and their families to the disease process, facilitating the creation of individualized care plans through the use of comprehensive assessment tools. Additionally, the course incorporates essential nursing skills and procedures necessary for attending to ill patients. Learners will also have the opportunity to integrate theoretical knowledge with practical experience in diverse clinical settings under the guidance of qualified instructors.

2. Course Learning Outcomes:

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

1. Identify the concepts of medical-surgical in nursing with emphasis on meeting the needs of the patient.
2. Apply integrated knowledge of basic, clinical, and nursing sciences while providing nursing care to the patient with medical surgical issues.
3. Demonstrate clinical reasoning based on the integrated knowledge to solve patients' problems.
4. Apply relevant research findings in designing appropriate nursing care for the patients.
5. Utilize an integrated concept map when planning care for medical surgical

clients.

6. Plan holistic care for adult patients with a variety of medical and surgical disorders of the following systems.
 - a. Fluid, Electrolyte, and acid-base balance.
 - b. Hematology disorders.
 - c. Immunological disorders.
 - d. Gastrointestinal disorders.
 - e. Genitourinary disorders
 - f. Oncologic disorder

3. Teaching/Learning Strategies:

Lectures, discussions, problem-based learning, case studies, tutorials, simulation learning, demonstrations and return demonstrations, small group discussions, nursing care plans, and clinical concept mapping (CCM).

Assessment Criteria:

Quiz	5%
Sessional	10%
Midterm	25%
OSCE/Viva/practical	10%
Portfolio	10 %
End Semester Exam	40%
Total	100%
Clinical Grade	Pass/Fail

4. Course Content:

Unit I: Fluid, Electrolyte, and Acid Base Balance & Imbalances

- Assess a client's status based on physical examination findings related to fluid, electrolyte, and acid-base balance.
- Identify clients at risk for fluid imbalances, acidosis, and alkalosis based on health history and clinical factors.
- Analyze laboratory data and clinical manifestations to determine the presence of fluid imbalances, acidosis, and alkalosis.
- Apply nursing interventions for clients with fluid volume deficit and excess, as well as acidosis and alkalosis, to restore balance and promote optimal health.

Unit II. Demonstrate an ability to develop targeted Nursing Care Plans and effective Teaching Plans for patient with Hematology Disorders on the basis of acquired foundation empirical knowledge.

- Develop nursing care plans for patients with hematology disorders based on pathophysiology and manifestations.
- Describe the causes, pathophysiology, and clinical manifestations of hematology disorders.
- Discuss diagnostic, medical, and surgical management of hematology disorders.
- Create teaching plans to enhance patient understanding and adherence to treatment.

- Design comprehensive nursing care plans addressing both medical and educational needs.
- Teaching Plan
 - Hemolytic disease of the newborn
 - Sickle cell anemia.
 - Immuno-hemolytic Anemia
 - Iron deficiency anemia
 - Vitamin B12 deficiency anemia
 - Folic acid deficiency anemia
 - Aplastic anemia.
 - Polycythemia
 - Leukemia
 - Hodgkin disease & non-Hodgkin lymphoma
 - Autoimmune and thrombotic Thrombocytopenic purpura
 - DIC

Unit III: Cellular Adaptation & Aberrant Cell Growth

- Demonstrate an ability to develop targeted Nursing Care Plans and effective Teaching Plans for patient on Cancer treatment on the basis of acquired foundation empirical knowledge.
- Explain the goals of cancer therapy and the various treatment modalities available for cancer.
- Describe the types, indications, side effects, and nursing care associated with chemotherapy and radiation therapy.
- Identify different types of cancer surgeries and outline appropriate nursing care for patients undergoing cancer surgery.
- Provide end-of-life care, with a focus on palliative and hospice care, to improve the quality of life for patients.

Unit IV: Immunological Disorders

- Demonstrate an ability to develop targeted Nursing Care Plans and effective Teaching Plans for patient with Immunological Disorders on the basis of acquired foundation empirical knowledge.
- Identify and describe common immunological disorders, including their causes, pathophysiology, and clinical manifestations.
- Discuss diagnostic, medical, and surgical management approaches for immunological disorders.
- Create comprehensive nursing care plans addressing the medical and emotional needs of patients with immunological disorders.
- Teaching Plan
 - HIV/ AIDS
 - Hypersensitivity and autoimmunity disorders

Unit V: Gastrointestinal Disorders

- Demonstrate an ability to develop targeted Nursing Care Plans and effective Teaching Plans for patient with GIT disorders on the basis of acquired foundation empirical knowledge.
- Describe the causes, pathophysiology, and clinical manifestations of common gastrointestinal disorders.
- Discuss diagnostic, medical, and surgical management options for

- gastrointestinal disorders.
- Create comprehensive nursing care plans tailored to the specific needs of patients with GIT disorders.
- Develop teaching plans to promote patient understanding and compliance with treatment regimens for gastrointestinal conditions.
- Teaching Plan

Disorders of mouth and esophagus

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

Disorders of stomach

- Gastritis
- Ulcer disease
- Gastric carcinoma

Disorders of small and large intestine

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

Alteration in hepatobiliary system

- Pancreatitis
- Pancreatic pseudocyst/abscess
- Pancreatic carcinoma
- Hepatic abscess
- Cancer of liver
- Cirrhosis of liver
- Cholecystitis
- Cholelithiasis
- Cancer of gall bladder

Genitourinary Tract (Gut) Disorders

- Demonstrate an ability to develop targeted Nursing Care Plans and effective Teaching Plans for patient with Genitourinary Tract (Gut) disorders on the basis of acquired foundation empirical knowledge.
- Understand the anatomy and physiology of the genitourinary system and

how it relates to gut disorders.

- Describe the causes, pathophysiology, and clinical manifestations of common genitourinary tract disorders.
- Discuss the diagnostic methods, medical treatments, and surgical management options for genitourinary tract disorders.
- Create comprehensive nursing care plans that address the specific medical, emotional, and educational needs of patients with genitourinary tract disorders.
- Teaching Plan
 - Urinary tract infections
 - Renal abscess & tuberculosis
 - Glomerulonephritis (immunologic disorder)
 - Urethral strictures, hydroureter and hydronephrosis
 - Urinary incontinence/ Retention & Urinary Calculi
 - Acute & Chronic Renal failure
 - Urinary Bladder and Renal cell carcinoma

Clinical Objectives

1. Applies the nursing process and critical thinking in delivering Holistic nursing care to clients with various medical/surgical conditions in institutions and communities.
2. Formulate Nursing Care plans while caring for all adult clients in the units.
3. Incorporate cognitive, interpersonal, and technical skills from the humanities, natural and behavioral sciences while providing nursing care to clients.
4. Demonstrate awareness of legal and ethical standards when providing nursing care.
5. Demonstrate the knowledge of pharmacology used to treat all medical surgical disorders.
6. Demonstrate leadership abilities necessary to foster change in the delivery of care for patients.
7. Provide culturally sensitive and realistic teaching to clients and families in collaboration with other health team members.
8. Incorporate research findings relevant to nursing practice.
9. Collaborate with members of the health care team to promote and maintain optimum wellness of adult clients.
10. Prepares and provides care for patients going for the following diagnostic tests/examinations.
11. Perform the following psychomotor nursing skills competently.
 - a. N/G tube insertion, feeding removal.
 - b. Urinary catheterization.
 - c. Drug administration

Recommended Readings:

1. Adult Health Nursing, 9th Edition Authors: Kim Cooper & Kelly Gosnell.... Date of Publication: 05/2022
2. BLACK'S MEDICAL-SURGICAL NURSING, First South Asia Edition by Malarvizhi S. (Editor); Renuka Gagan (Editor) ISBN: 9788131254196 Publication Date: 2019
3. Bardsley, A. (1999). A sense of control. Nursing Times, 95 (31) 66-69. 72

4. Brune, B. (July 2001). Deep vein thrombosis prophylaxis: the effectiveness and implications of using below knee or thigh length graduated compression stocking. *Heart and Lung*, 30 (4), 277-284.
5. Black, J. M. & Jacobs, E. M. (1993). *Medical Surgical Nursing: A psychophysiological approach*. (4th.ed.). Philadelphia: W.B.Saunders.
6. Brunner, L. S., & Suddarth, D. S. (2005). *Text Book of Medical Surgical Nursing* (10th Edition). Philadelphia: Lippincott.
7. Edward, S. (2001). Regulation of water, sodium and potassium: Implication for practice. *Nursing Standard*, 15 (22), 36-45.
8. Gordon, M. (2004). *Nursing Diagnosis: process and application* (3rd . ed.) Philadelphia: Mosby.
9. Hayes, D. (2000). Caring for your patient with permanent hemodialysis access. *Nursing*, 30 (3), 41-46.
10. INTERNATIONAL JOURNAL OF NURSING KNOWLEDGE Edited By: Jane Flanagan, PhD, ANP-BC..Impact factor (2022):1.4 Journal Citation Reports (Clarivate, 2023): 95/126 (Nursing (Science))95/124 (Nursing (Social Science))Online ISSN:2047-3095 .Print ISSN:2047-3087
11. JOURNAL OF NURSING MANAGEMENT <https://onlinelibrary.wiley.com/journal/13652834>
12. Lippincot manual of medical surgical nursing by Shama, Suresh K. ISBN: 9789351295747 Publication Date: 2017
13. *Medical-Surgical Nursing, 10th Edition Concepts for Interprofessional Collaborative Care* Authors: Donna D. Ignatavicius & M. Linda Workman & Cherie R. Rebar & Nicole M.
14. Pullen, M. (1999). Nutrition in chron's disease. *Nursing Standard*, 13(27), 49-53.
15. Smelter, S. C., & Bare, B. G. (2000). *Text book of Medical-Surgical Nursing* (9th ed.). Philadelphia: Lippincott.
16. Tortora, G. J. & Grabowski, S. R. (2000). *Principles of anatomy and physiology* (9th ed.). New York: John Wiley & sons Inc.
17. Whyte, A. (2000). Organ recital. *Nursing Times*, 96 (23), 28-30.

Course Code	BSN: 632
Course Title	Pathophysiology- I
Credit Hours	3 (2+0+1)

1. Course Description:

This course provides learners with the opportunity to build on concepts and knowledge related to altered physiological mechanisms and their impact on the body's functional status. It also explores the body's responses that lead to the manifestation of disease. The usefulness of this knowledge, along with the skills and attitudes developed, is crucial for nurses in problem-solving across various settings, including hospitals, schools, communities, or homes. This determining factor guides the selection and integration of course content.

2. Course Learning Outcomes:

By the end of this course the learners will be able to

1. Explain the fundamental concepts of homeostasis, cellular changes, inflammation, infection, healing, and abnormal immune responses.
2. Relate the knowledge of anatomy and physiology to the disruptions in

homeostasis resulting in a disorder or disease process.

3. Differentiate between different disease processes occurring due to disruption in homeostasis and hematological disorders.
4. Demonstrate interpretation of values of fluid, electrolyte, and acid-base balance as well as analyze how imbalances can promote disorder in the body.
5. Integrate the knowledge of the basic principles of pathophysiology in caring for patients in hospital and community environments.
6. Describe the pathophysiological process of common health problems.
7. Explain the pathological reasons of clinical manifestation, and effects of disease of
Genitourinary and Gastrointestinal organs.
8. Explain the contribution of environmental factors in developing changes in normal physiological processes.

3. Teaching/Learning Strategies:

Lectures/discussions, problem-based learning/case studies, tutorials/small group discussions, lab work, and self-study.

4. Assessment Criteria:

Quiz	5%
Sessional	10 %
Midterm	25%
Case Study Presentation	5 %
Lab	15 %
End Semester Exam	40%
Total	100%

5. Course Content

Unit I: Introduction to Pathophysiology

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

Unit II: Mechanism of Infection & Inflammation

- Describe the stages of an infectious disease after the point at which the potential pathogen enters the body.
- List the systemic manifestation of infectious diseases
- Discuss the purpose of inflammation
- Describe the physiological mechanism involved in the production of five cardinal signs of inflammation
- Differentiate the hemodynamic and cellular phases of inflammatory

- response
- Differentiate between chronic and acute inflammation.

Unit III: Homeostasis Imbalances

Fluid Electrolyte Imbalance

- Describe the mechanisms (osmosis, diffusion, active transport) regulating fluid and electrolyte movement.
- Differentiate between intracellular and extracellular fluid in terms of composition and function.
- Identify the roles of intravascular and interstitial fluids in fluid balance.
- Explain how Starling's Hypothesis governs fluid movement across capillary walls.
- Describe classification of fluid electrolyte imbalance:
 - Isotonic imbalance
 - Osmotic imbalance
 - Compositional imbalance
- Discuss causes manifestation, and pathophysiology
 - Hypovolemia
 - Hypervolemia
 - Hyponatremia
 - Hyponatremia
 - Hyperkalemia
 - Hypokalemia

Unit IV: Acid Base Imbalance

- Explain the physiological mechanisms of acid-base regulation through buffer systems, including the roles of phosphate, hemoglobin, and bicarbonate buffers in maintaining pH balance in the body.
- Describe the renal mechanism in regulating acid-base balance by excreting hydrogen ions and reabsorbing bicarbonate to maintain pH homeostasis.
- Explain the respiratory mechanism in regulating acid-base balance by adjusting the levels of carbon dioxide through changes in ventilation.
- Classify acid-base imbalances.
- Arterial blood gases (ABGs) to identify four types of acid base imbalance their causes, Pathophysiology, compensatory mechanism and clinical manifestation of
 - Respiratory acidosis & alkalosis.
 - Metabolic acidosis & alkalosis

Unit V: Genetic & Congenital Disorders

- Identify and describe the genetic conditions of trisomy, monosomy, and polysomy.
- Understand chromosomal defects with a focus on chromosomal defects with special emphasis on aneuploidy
- Explain the pathophysiology of genetic and congenital disorders pathophysiology and the clinical manifestation highlighting how genetic abnormalities affect the body.
- Describe the genetic basis, pathophysiology, and clinical manifestations of Down's syndrome, and discuss its management and care.
- Explain the genetic and chromosomal features of Turner's syndrome,

Unit V: Trauma & Cell Injury

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

Unit IV: Cellular Adaptation & Aberrant Cell Growth

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

Unit V: Immunological Disorders

- Review the concepts of immune response
 - Components of immune response
 - Humoral versus cell mediated immunity
 - Antigen processing presentation and recognition
 - Immediate and delayed hypersensitivity
- Discuss the disorder of immune response including. AIDS (acquired immunodeficiency syndrome) & Hypersensitivity (allergies)
Discuss the epidemiology, pathogenesis & clinical manifestation of HIV infection.
- Discuss the pathophysiology of different types of hypersensitivity (Type I, Type II, Type III & Type IV)

Pathophysiology Lab Assessment Criteria Learners will get cumulative 15 % marks at the completion of all the lab sessions.

LAB PERFORMANCE

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

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

Lab schedule for Pathophysiology

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

(Lab objectives to be developed By Pathophysiology Team)

Recommended Reading:

1. Huether, Sue E. Pathophysiology online for understanding Pathophysiology. [Place of publication not identified]: Elsevier Mosby, 2016.
2. Pathophysiology of Disease: An Introduction to Clinical Medicine, 8e
3. McCance & Huether's Pathophysiology, 9th Edition the Biologic Basis for Disease in Adults and Children.2023
4. Hammer G.D., & McPhee S.J. (2019). Introduction. Hammer G.D., & McPhee S.J.(Eds.), Pathophysiology of Disease: An Introduction to Clinical Medicine, 8e. McGraw Hill. <https://accessmedicine.mhmedical.com/content.aspx?bookid=2468§ionid=198219786>
5. Ross & Wilson Pathophysiology, 1st Edition Authors: Allison Grant & Anne Waugh,2023

Course Code BSN: 633
Course Title **Health Assessment –I**
Credit Hours 2 (1 +0+ 1)

1. Course Description:

This course provides an overview of the knowledge and skills necessary to assess the fundamental health status of individuals across various age groups. These competencies are essential for nursing practice in a range of clinical settings. This emphasizes the development of skills in conducting comprehensive patient history assessments and performing physical examinations.

2. Course Learning Outcomes:

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

1. Assess the health status of an individual systematically by obtaining a complete health history using interviewing skills appropriately.
2. Utilize proper types and techniques of assessment and physical examination in assessing skin, head, neck, nose, mouth, pharynx, anus and rectum, breast, axilla,

and genital.

3. Differentiate normal from abnormal health findings.
4. Document the patient's findings in an appropriate manner.
5. Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in the assessment & analysis of data collected.
6. Apply therapeutic communication while history taking.
7. Demonstrate skills of history taking in the clinical area.

3. Teaching/Learning Strategies:

Lectures / Discussion, Experiential learning, videotaping, role playing, simulation learning, demonstration, movie & lab practice.

Assessment Criteria:

Quiz	5 %
Sessional	10 %
Midterm	25%
Performance Exam	20%
End Semester Exam	40%
Total	100%

4. Course Content

Unit I: Introduction to Health Assessment Concepts

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

Unit II: Interviewing Skills and Health History

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

Unit III: Introduction to Physical Examination (PE) and the General Survey

- Identify general principles of conducting an examination.
- Identify equipment needed to perform a physical examination.
- Describe appropriate use & technique of inspection, palpation, percussion & auscultation.
- Discuss procedure & sequence for performing a general assessment of a client.
- Explain guidelines for documenting physical examination.
- PE documentation sheet on an ongoing basis

Unit IV: Assessment of the Skin, Head & Neck

- Describe component of health history.
- Describe specific assessments to be made during the physical examination of the above systems.
- Document findings.
- Describe age related changes in the above systems & differences in assessment findings.

Unit V: Assessment of Nose, Mouth & Pharynx

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

Unit VI: Assessment of the Breast, Axilla & Genitalia

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

Unit VII: Assessment of the Abdomen, Anus & Rectum

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

Recommended Reading:

1. Physical Examination and Health Assessment, 9th Edition Authors: Carolyn Jarvis & Ann L. Eckhar, Pub. 2023 ISBN Number 9780323827799
2. Health Assessment for Nursing Practice, 7th Edition Authors: Susan Fickertt Wilson & Jean Foret Giddens.Pub.202 ISBN Number 9780323661195
3. Seidel's Physical Examination Handbook, 10th Edition
4. An Interprofessional Approach Authors: Jane W. Ball & Joyce E. Dains & John A. Flynn & Barry S. Solomon & Rosalyn W. Stewart.2022. ISBN Number 9780323722476
5. Lippincott Course point Enhanced for Jensen's Nursing Health Assessment Fourth edition, by Sharon Jensen ,2022.
6. Bates' Guide to Physical Examination and History Taking 13e without Videos Lippincott Connect International Edition Print Book and Digital Access Card

Package

7. Thirteenth edition, 2023 by Lynn S. Bickley, Peter G. Szilagy, Richard M. Hoffman and Rainier P. Soriano. ISBN: 9781975221379

Course Code	BSN: 634
Course Title	Clinical Pharmacology and Drug Administration-I
Credit Hours	2 (2 +0+ 0)

1. Course Description:

The course focuses on knowledge of drugs, including their classification, therapeutic effects, potential reactions, toxic effects, and potential for abuse. At this level, the emphasis is on applying these concepts to patient care situations, such as patient assessment, drug dosage calculations and administration, patient and family education, and documentation of patient responses to specific medications. The course places major emphasis on nursing management practices that minimize adverse effects and maximize therapeutic outcomes for patients, including the nurse's role in pharmacological research.

2. Course Learning Outcomes:

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

1. Discuss the terminology, history, and principle of pharmacology.
2. Identify the purposes and source of medications.
3. Differentiate major drugs and drug classes currently used in clinical practice.
4. Differentiate pharmacokinetic and pharmacodynamics.
5. Explain the drugs standard and legislation.
6. Explain the indication, contraindication, effects, and side effects of different drugs on different human body systems.
7. Interpret evidence presented by clients during a therapy session.
8. Design and modify appropriate dosing regimens of drugs in specific patient populations.

3. Teaching/Learning Strategies:

Lectures, discussions, problem-based learning, case studies, tutorials, small group discussions, drug cards, and drug dosage calculations.

4. Assessment Criteria:

Quiz	5%
Sessional	10 %
Mid Term	25%
Presentation on categories of medicine	20%
End Semester Exam	40%
Total	100%

Course Content:

Unit I: Introduction to Pharmacology

- Discuss the terminologies related to pharmacology.

- Discuss the history of pharmacology briefly.
- Identify the purposes of medication.
- Identify the source of medication.
- Discuss the classification of drugs.
- Describe the types of drug supply system.
- Discuss the drugs standards and legislation.
- Identify resource to collect and utilize drug information.
- Learn to prepare drugs cards

Unit II: Drugs Affecting Parasympathetic Nervous System (Cholinergic & Anti-Cholinergic Drugs)

- Describe characteristics of Cholinergic & Anti-Cholinergic drugs in terms of effects on body tissues, indications for use, adverse effects, nursing process implications, principles of therapy and observations of client's responses.
- Discuss antidotes for cholinergic drugs & Anti-Cholinergic drugs.
- Briefly explain signs and symptoms of cholinergic drugs & Anti-Cholinergic drug overdose.
- Identify major nursing care needs of clients receiving these classes of drugs.
- Discuss principles of therapy & nursing process for using Cholinergic & Anti-Cholinergic drugs.
- Discuss and teach the client about safe and effective use of these classes of drugs.
- Describe about drug dosage calculation.

Unit III: Drugs used for Autonomic Nervous System Disorders Drugs affecting Sympathetic Nervous System (Adrenergic & Anti-Adrenergic drugs)

- Discuss effects of stimulation of alpha & beta-adrenergic receptors.
- Explain characteristics of adrenergic and anti-adrenergic drugs in terms of effects on body tissues, indications for use, adverse effects, nursing process implications, principles of therapy and observations of client's responses.
- Describe commonly used over the counter preparation that contains adrenergic drugs.
- Discuss principles of therapy & nursing process for using adrenergic and anti-adrenergic drugs.
- Discuss the nursing care including teaching client about safe and effective use of these classes of drugs.
- Calculate the drugs dosage accurately.

Unit IV: Drugs Affecting Hematology System

- Describe uses and effects of drugs affecting hematology system.
- Describe the classification of drugs used in hematology disorders.
- Discuss the action of hematology drugs on the body.
- Identify the expected and adverse reactions of drugs affecting hematology system.
- Discuss the nursing responsibility related to drugs affecting hematology system.
- Calculate the drugs dosage accurate

Unit V: Drugs used for Nervous System Disorders

A. Anesthetic drugs

- Define the terms anesthesia and anesthetic agents
- Differentiate types of anesthesia
- Identify stages of general anesthesia
- Describe characteristics of general and local anesthetic agents.
- Identify most commonly used anesthetic agents
- Identify factors considered when choosing anesthetic agents.
- Discuss general and local anesthesia in terms of administration, client's safety and nursing care.
- Discuss rationale for using adjunctive drugs before and during surgical procedures.
- Explain nursing role in related to anesthetics and adjunctive drugs.
- Describe action, indication and side effects of neuro-muscular blocking agent
- Calculate drug dosage accurately.

B. Anti-Convulsant

- Discuss pharmacokinetics, side effects and adverse reactions, therapeutic plasma phenytoin level
- Identify contraindications and drug interactions.
- Describe nursing interventions, including client teaching related to the use of anti-convulsant.
- Calculate the drug dosage accurately.

C. Anti-Parkinson's

- Describe action of anticholinergic drugs and dopaminergic drugs in treatment of Parkinsonism.
- Differentiate the types of commonly used anti-Parkinson's drugs.
- Describe side effects of anti-Parkinson drugs.
- Discuss nursing interventions including clients teaching of drugs used in the treatment of Parkinson's disease
- Calculate drug dosage accurately.

D. Anti Migraine and drugs for Trigeminal neuralgia

- Discuss action, contraindication and side effects of Antimigraine and Trigeminal neuralgia

- Identify commonly used drugs for migraine and Trigeminal neuralgia
- Discuss major nursing care if client is using Anti migraine and Trigeminal neuralgia.
- Calculate drug dosage accurately.

E. Skeletal Muscle Relaxants

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

Unit VI: Drugs used in Ophthalmic/ENT Disorders

- Explain ocular structure that influence drug therapy
- Describe categories of drugs used in EENT disorders
- Discuss proper methods of instilling the EEN drops
- Discuss nursing process while taking care of clients using drugs related to EENT disorders.
- Calculate drug dosage accurately.

Unit VII: Drugs Affecting the Gastrointestinal System

- Discuss common symptoms / disorders for which gastrointestinal drugs are used.
- Describe uses and effects.
- Describe classification and action of drugs on the body.
- Identify expected and adverse reactions.
- Discuss nursing responsibility.
- Calculate the drugs dosage accurately.

Unit VIII: Medication Sources and Interpreting Client Experiences in Nursing Practice

📖 Identifying Medications: Purposes (therapeutic use), legislation and Sources (natural, synthetic, biosynthetic) with Pakistan-specific examples.

📖 Interpreting Client Reports: Eliciting, understanding, and documenting client experiences (therapeutic effects, ADRs, adherence) during therapy sessions, emphasizing cultural sensitivity in Pakistan.

Recommended Readings:

1. Mosby's Drug Guide for Nursing Students with update, 15th Edition Author: Linda Skidmore-Roth, 2023. ISBN Number 9780443123887
2. Lehne's Pharmacology for Nursing Care, 12th Edition Authors : Jacqueline Rosenjack Burchum & Laura D. Rosenthal PREVIOUS EDITION -ISBN : 9780323825221
3. LIPPINCOTT Illustrated Reviews PHARMACOLOGY, 9th edition Author: Karen Whalen, Rajan Radhakrishnan , Carinda Field. 2023

4. Mosby's Pharmacology Memory NoteCards, 7th Edition Visual, Mnemonic, and Memory Aids for Nurses Authors : JoAnn Zerwekh & Ashley Garneau PREVIOUS EDITION -ISBN : 9780323661911 2024
5. Lippincott Pocket Drug Guide for Nurses Twelfth edition, North American Edition by REBECCA TUCKER ISBN: 9781975217068

Course Code BSN: 635
Course Title **Professional Communication Skills**
Credit Hours 3 (3+0+0)

1. Course Description

This course develops essential communication skills for nursing practice, focusing on verbal and non-verbal communication, active listening, patient education, documentation, and teamwork. Students will learn to communicate empathetically with patients, families, and healthcare teams, respecting patient privacy and autonomy. The course emphasizes cultural competence and applies communication theories in clinical scenarios, preparing students to manage challenging situations professionally. By the end, students will demonstrate effective communication that enhances patient care, safety, decision making and teamwork.

2. Course Learning Outcomes:

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

1. Acknowledge the significance of multicultural communication differences in the nurse-client relationship.
2. Recognize concepts and actions that enhance listening skills, including restating, reflecting, clarifying, summarizing, and demonstrating empathy.
3. Recognize and employ communication methods verbal and nonverbal that are both effective and culturally sensitive, demonstrating emotional intelligence.
4. Demonstrate assertiveness principles to express differences confidently, utilizing appropriate language.
5. Exhibit understanding and application of therapeutic communication techniques.
6. Identify the use of various communication tools, such as SBAR, PQRSTU, PACT, and DAIM etc.
7. Utilize effective language for conflict management and dealing with hostility.
8. Share information with clients and families in a respectful and comprehensible manner, fostering discussion and encouraging participation in decision-making.

3. Teaching/Learning Strategies:

Lectures/Discussions (Interactive Strategies), Role Play, Reflective Writing/Reflective Log, Case Studies, Group Discussions

4. Assessment Criteria:

Quiz	5%
Sessional	10%
Midterm	25%
Reflective writing	10%
Role Play	10 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Multicultural Communication in Nursing

- Understanding the cultural Differences.
- Definition and significance of cultural competence in nursing.
- Overview of multicultural communication barriers in healthcare.
- Discuss the case studies highlighting communication challenges in diverse cultural settings.
- Describe Nurse-Client Relationship in a Multicultural Context.
- Identify strategies for building trust with clients from diverse backgrounds.
- Discuss the role of language, nonverbal cues, and cultural norms in communication.
- Describe techniques for overcoming language barriers, including the use of interpreters.

Unit II: Enhancing Listening Skills in Nursing

- Explain the importance of effective listening in nurse client relationship.
- Identify the essential components of active listening, such as attention, empathy, and clarification, in clinical settings.
- Demonstrate techniques to enhance listening skills, including paraphrasing, summarizing, restating, reflecting, clarifying, and summarizing .
- Recognize common barriers to effective listening in nursing and implement strategies to address them.
- Application in Practice: Apply enhanced listening skills to build trust, ensure accurate patient assessment, and improve communication outcomes in healthcare environments.
- Practice role-playing scenarios to practice empathy and reflective listening.
- Evaluating listening skills through peer feedback and self-reflection.

Unit III: Verbal and Nonverbal Communication Methods

- Define verbal and nonverbal communication techniques essential in nursing practice.
- Apply effective verbal strategies, including tone, clarity, and cultural sensitivity, to enhance patient interactions.
- Explain the role of body language, eye contact, and facial expressions in conveying empathy and emotional intelligence.
- Discuss culturally sensitive communication: choosing words that respect client values and beliefs.
- Practice observing, interpreting, and utilizing nonverbal communication to strengthen nurse-patient relationships.

Unit IV: Assertiveness and Conflict Management

- Explain the principles and importance of assertiveness in nursing practice.
- Differentiate between assertiveness, aggressiveness, and passivity in communication.
- Apply techniques to express differences confidently and respectfully in healthcare settings.
- Demonstrate conflict resolution strategies and professional communication techniques for managing hostility.
- Practice assertive communication and conflict management skills through role-playing exercises.

Unit V: Therapeutic Communication in Nursing

- Define therapeutic communication and explain its importance in nursing practice.
- Identify key techniques such as open-ended questions, active listening, and reassurance to enhance patient care.
- Analyze case studies to understand the impact of therapeutic communication on patient outcomes.
- Practice therapeutic communication skills through simulated patient interactions and feedback sessions.
- Reflect on personal communication styles to identify strengths and areas for improvement.

Unit VI: Communication Tools in Nursing Practice

- Explain the purpose and importance of standardized communication tools in nursing practice.
- Describe the structure and application of tools like SBAR, PQRSTU, PACT, and DAIM in clinical settings.
- Analyze case studies to understand the role of structured communication in enhancing patient safety and care quality.

- Practice using SBAR for handovers and critical communication in interactive sessions.
- Apply PQRSTU in pain assessment and patient interviews and use PACT and DAIM for patient education and care planning.

Unit VII: Effective Communication with Clients and Families

- Apply techniques for clear and concise communication when sharing information with patients and their families.
- Use strategies to involve clients and families in decision-making and care planning.
- Address challenges in conveying complex medical information to clients and families.
- Foster discussion, encourage questions, and promote open dialogue in the nurse-client relationship.
- Demonstrate techniques for building rapport and trust with clients and families.
- Analyze case studies on successful family-centered communication in healthcare settings.

Recommended Readings:

1. Interpersonal Relationships: Professional Communication Skills for Nurses" by Elizabeth C. Arnold and Kathleen Boggs.
2. Culturally Competent Nursing Care: A Cornerstone of Caring" by Larry Purnell.
3. Journal Articles:
4. Selected articles from the Journal of Nursing Communication.
5. Research papers on cultural competence and therapeutic communication in nursing.
6. Supplementary Materials:
7. Video tutorials on assertiveness and conflict management in healthcare.
8. Online modules on the use of SBAR and other communication tools.
9. Communication and Nursing Education Anurag Bhai Patidar
10. Communication in Nursing

Year 2- Semester-IV

Course Code	BSN: 641
Course Title	Medical Surgical Nursing – II
Credit Hours	7(3 +3 + 1)

1. Course Description:

This course is designed to equip learners with the knowledge and skills required to care for adult patients admitted to the hospital with various medical conditions. It emphasizes the effective use of the nursing process to provide care and facilitate the restoration of optimal health. The course identifies responses to the

disease process in individuals and their families, guiding the planning of tailored care through the use of various assessment tools. Additionally, specific nursing skills and procedures essential for caring for ill patients are included. Learners will also have the opportunity to integrate theory into practice across diverse clinical settings under supervision.

2. Course Learning Outcomes:

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

1. Apply integrated knowledge of basic, clinical, and nursing sciences while providing nursing care to the patient with medical surgical issues.
2. Demonstrate clinical reasoning based on the integrated knowledge to solve patients' problems.
3. Plan holistic care for adult patients with a variety of
 - Cardiovascular
 - Respiratory
 - Endocrine
 - Musculoskeletal
 - neurological
 - ENT (ear, nose, and throat) related disorders.
 - Reproductive
4. Incorporate the need of using relevant research findings in designing appropriate nursing care for the patients.
5. Apply technical skills regarding medical-surgical management. Record medications, treatments, and subjective/objective observations properly in the patient's record.
6. Explain the responsibilities of the nurse for commonly administered medications, nutritional therapies, and diagnostic tests used in the care of patients with multisystem disruptions.
7. Provide appropriate health information to the patient and family using standardized teaching plans.
8. Utilize therapeutic communication skills, guidance, and support in interacting with the adult patient and family and record observations in proper sequence and format.
9. Utilize technology to access and present patient information.
10. Recognize the need for integrating research-based information to the care of clients.

3. Teaching/Learning Strategies:

Lectures/Discussions (Interactive Strategies), Pre- and Post-Clinical Conferences, Problem-Based Learning/Case Studies, Simulation Learning/Role Play, Supervised Clinical/Psychomotor Skills, Tutorials/Small Group Discussions.

4. Assessment Criteria:

Quiz	5%
Sessional/ Case Study Presentation	10%
Scenario based tutorial	10 %
Midterm	25%

OSCE	10%
Final Term	40%
Total	100%
Clinical Grade	Pass/Fail

5. Course Content:

Unit I: Cardiovascular Disorders

- Understand the anatomy and physiology of the cardiovascular system.
- Demonstrate basic ECG interpretation skills to identify common cardiac abnormalities.
- Nursing Care Plan: Develop a nursing care plan for patients with cardiovascular disorders based on assessment findings.
- Teaching Plan: Create an educational plan to teach patients about cardiovascular health and management of related conditions.

A. Disorders of the Arterial circulation

- Understand the anatomy and physiology of blood vessels in relation to arterial circulation.
- Explain the causes, pathophysiology, and manifestations of atherosclerosis and aneurysms.
- Identify diagnostic methods and describe medical, surgical, and nursing management of arterial circulation disorders.
- Apply Poiseuille's and Laplace's laws to understand blood flow and vessel wall tension in arterial disorders.
- Discuss the role of low-density lipoprotein (LDL) in the development of atherosclerosis.
- Recognize risk factors and causes involved in the development of atherosclerosis and aneurysms.
- Describe Berry's, aortic, and dissecting aneurysms, including their clinical implications.
- Formulate medical, surgical, and nursing management strategies for patients with arterial circulation disorders.
- Define hypertension and its classification based on blood pressure measurements.
- Explain the relationship between cardiac output, peripheral vascular resistance, and blood pressure regulation.
- Identify the primary risk factors for developing hypertension, including lifestyle and genetic factors.
- Pathophysiology & Manifestations: Describe the pathophysiology of hypertension and its clinical manifestations.
- Discuss the medical and nursing management strategies for controlling and treating hypertension.

B. Disorders of the venous circulation:

- Explain the causes, pathophysiology, and manifestations of varicose veins and venous thrombosis.
- Venous Return Factors: Identify factors that assist in the venous return of blood from the lower extremities, including the muscle pump and the

effects of gravity.

- Risk Factors: Recognize risk factors associated with venous circulation disorders, such as varicose veins and venous thrombosis.
- Manifestations: Discuss the clinical manifestations of varicose veins and venous thrombosis.
- Management: Describe medical, surgical, and nursing management strategies for patients with venous circulation disorders.

C. Alteration in blood pressure:

- Define hypertension and its classification based on blood pressure measurements.
- Explain the relationship between cardiac output, peripheral vascular resistance, and blood pressure regulation.
- Identify the primary risk factors for developing hypertension, including lifestyle and genetic factors.
- Describe the pathophysiology of hypertension and its clinical manifestations.
- Discuss the medical and nursing management strategies for controlling and treating hypertension.

D. Alteration in cardiac function:

- Understand the anatomy and physiology of the pericardium, myocardium, and endocardium in relation to cardiac function.
- Explain the physiology of blood flow in the coronary circulation and its importance for myocardial function.
- Describe the pathophysiological changes and clinical manifestations of myocardial ischemia and infarction.
- Identify the causes, types, and clinical features of myocardial ischemia, including angina.
- Discuss the causes, pathophysiology, and manifestations of myocardial infarction.
- Outline medical, surgical, and nursing management strategies for myocardial ischemia and infarction.
- Explain the causes, pathophysiology, and clinical manifestations of pericarditis, myocarditis, and endocarditis.
- Define coronary heart disease, its causes, and pathophysiology, along with associated manifestations.
- Discuss the medical, surgical, and nursing management of infectious cardiac disorders and coronary heart disease, Pericarditis, Myocarditis and Endocarditis.

E. Blood flow in the coronary circulation

- Describe the pathophysiological changes in blood flow within the coronary circulation and their clinical manifestations.
- Explain the causes, types, and clinical manifestations of myocardial ischemia and angina.
- Define myocardial infarction, including its pathophysiology, risk factors, and clinical manifestations.
- Differentiate between types of myocardial infarction (STEMI, NSTEMI)

based on ECG findings and clinical presentation.

- Describe the medical management of MI, including pharmacological interventions such as antiplatelets, thrombolytics, beta-blockers, and anticoagulants.
- Explain the surgical interventions for MI, including percutaneous coronary intervention (PCI) and coronary artery bypass grafting (CABG).

F. Valvular disorders

- Explain how valvular disorders alter the hemodynamic function of the heart.
- Describe the effects of stenotic and regurgitant mitral and aortic valvular heart diseases on cardiac function.
- Identify the clinical manifestations of mitral and aortic valve stenosis and regurgitation.
- Discuss the medical, surgical, and nursing management of valvular heart diseases

G. Heart failure

- Explain the factors affecting cardiac performance based on Frank-Starling law, including preload, afterload, and cardiac contractility.
- Describe the pathological mechanisms involved in heart failure.
- Differentiate between systolic and diastolic heart failure, including their causes and effects on the heart.
- Compare right-sided and left-sided heart failure, focusing on their pathophysiology and clinical manifestations.
- Identify the clinical manifestations of congestive heart failure.
- Discuss the medical, surgical, and nursing management strategies for heart failure.

H. Disorders of Cardiac Conduction and Rhythm:

- Explain the anatomy and physiology of the cardiac conduction system and its role in maintaining normal heart rhythm.
- Describe the electrical activity of the cardiac conduction system and how it is reflected on an electrocardiogram (ECG) tracing.
- Identify the mechanisms that lead to the generation of dysrhythmias.
- Classify and describe the different types of dysrhythmias, including atrial and ventricular arrhythmias.
- Define heart blocks, including first, second, and third-degree blocks, and their impact on cardiac function.
- Discuss the medical, surgical, and nursing management strategies for managing dysrhythmias and heart blocks.
- Explain the role of pacemakers in treating heart blocks and other conduction disorders.
- Describe the nursing care for clients with temporary and permanent pacemakers, including monitoring, education, and management of complications.

Upper respiratory tract infections

- Describe the anatomy and physiology of the upper respiratory tract and its role in respiratory function
- Explain the etiology, risk factors, and pathology of common upper respiratory tract infections such as rhinitis, sinusitis, pharyngitis, tonsillitis, and laryngitis.
- Identify signs, symptoms, and diagnostic findings of upper respiratory tract infections.
- Discuss the medical and nursing management of patients with upper respiratory tract diseases.
- Demonstrate skills in assessment and nursing care of clients with upper respiratory tract infections.
- Apply principles of infection prevention and control in the care of patients with respiratory infections.
- Educate patients and families on home care, medication adherence, and health promotion related to upper respiratory conditions.

Lower respiratory tract infections

- Describe the anatomy and physiology of the lower respiratory tract and its role in respiratory function
- Describe the causes, pathophysiology, clinical manifestations, and management of influenza, including prevention strategies.
- Explain the types, causes, pathophysiology, and clinical manifestations of pneumonia, with diagnostic and treatment approaches.
- Identify the causes, pathophysiology, clinical manifestations, and management of pulmonary tuberculosis, focusing on diagnostic and treatment protocols.
- Define the causes, pathophysiology, clinical manifestations, and management of lung abscess, including surgical and medical interventions.
- Discuss the causes, pathophysiology, and clinical manifestations of asthma, as well as management strategies and patient education.
- Explain the causes, pathophysiology, clinical manifestations, and management of COPD, including smoking cessation and symptom management.
- Describe the types, causes, pathophysiology, clinical manifestations, and management options for lung cancer, including surgery and chemotherapy.
- Identify the causes, pathophysiology, and clinical manifestations of acute respiratory failure, along with medical and nursing interventions.

- Explain the causes, pathophysiology, clinical manifestations, and management strategies for ARDS, including ventilatory support.
- Outline the causes, pathophysiology, clinical manifestations, and management of chest trauma, with an emphasis on nursing interventions for stabilization and recovery.
- Discuss medical, surgical, and nursing management of patients with lower respiratory disorders
- Apply the nursing process in the care of adults with lower respiratory infections.
- Implement appropriate nursing interventions to prevent complications and promote recovery.
- Evaluate patient responses to therapy and modify care plans accordingly.
- Promote health education regarding smoking cessation, vaccination, and respiratory hygiene.

Unit III: Endocrine Nursing

- **Care of clients with disorders of Pituitary Gland**

- Describe common pituitary disorders (e.g., acromegaly, diabetes insipidus) and their clinical manifestations.
- Explain diagnostic tools, medical therapies, and surgical interventions, including transsphenoidal hypophysectomy.
- Use the nursing process to plan and provide care for patients undergoing pituitary gland surgery, including pre- and post-operative management.
- Evaluate the physical, emotional, and socio-economic impact of pituitary disorders on patients and families.
- Demonstrate effective communication and emotional support to patients and families while educating them on disease management and recovery.

- **Care of clients with disorders of Diabetic**

- Outline nursing responsibilities for preparing clients for diagnostic tests (e.g., HbA1c, fasting glucose).
- Explain the progression and manifestations of acute (hypoglycemia, ketoacidosis) and chronic (neuropathy, retinopathy) complications.
- Differentiate signs, symptoms, and management of hypo- and hyperglycemia.
 - Discuss insulin therapy, oral hypoglycemics, and their actions.
 - Explain dietary goals and create tailored meal plans for diabetic clients.
- Develop care plans focusing on education, medications, and lifestyle changes.
- Provide nursing interventions for ketoacidosis, hypoglycemia, and post-surgery recovery.
- Address emotional challenges and provide support to clients and families.
- Describe nursing roles in monitoring, education, and promoting adherence for long-term diabetes management.

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

- Explain the medical and surgical management of thyroid disorders (e.g., hyperthyroidism, hypothyroidism, thyroid cancer).
 - Outline nursing responsibilities in preparing patients for thyroidectomy and providing post-operative care, including airway management and wound care.
 - Identify complications of thyroid disorders (e.g., thyrotoxicosis, myxedema)
- **Care of patients with Parathyroid disorders**
 - Describe the medical, surgical, and pharmacological treatments for parathyroid disorders (e.g., hyperparathyroidism, hypoparathyroidism).
 - Apply the nursing process to assess, plan, implement, and evaluate care for patients with parathyroid disorders, focusing on symptom management, post-operative care, and patient education.
- **Care of patients with disorders of Adrenal gland**
 - Describe disorders of the adrenal cortex (e.g., Addison's disease, Cushing's syndrome) and medulla (e.g., pheochromocytoma), including their pathophysiology and clinical manifestations.
 - Explain the medical, surgical, and pharmacological treatments for adrenal gland disorders.
 - Utilize the nursing process to assess, plan, implement, and evaluate care for patients with adrenal gland disorders, focusing on stabilization and recovery.
 - Discuss the therapeutic effects, side effects, and nursing implications of glucocorticoid therapy.
 - Develop a patient education plan addressing medication adherence, dietary changes, and lifestyle modifications for managing adrenal gland disorders.

Unit IV: Orthopedic Nursing

Demonstrate an ability to apply the nursing process for clients with musculoskeletal disorders, collaborate on health teaching and discharge planning, by integrate research findings.

- Apply the nursing process in the care of clients with musculoskeletal disorders, including health teaching, discharge planning, and integrating research findings.
- Differentiate between normal and altered musculoskeletal conditions and conduct comprehensive neuro-muscular assessments to recognize and report abnormalities.
- Assist in diagnostic procedures related to musculoskeletal disorders, identifying and reporting deviations.
- Address the needs of clients with various traction types and amputation, providing nursing care and understanding potential complications.
- Provide pre- and post-operative care for clients undergoing orthopedic surgeries, ensuring appropriate interventions and monitoring.
- Implement nursing interventions for soft tissue injuries, fractures, and

amputation, promoting recovery and managing complications.

- Deliver care for conditions such as Paget's disease, gout, osteomyelitis, osteoarthritis, osteoporosis, rheumatoid arthritis, bone tumors, and tuberculosis, including nursing management and education

Unit V: Neurological Nursing

- Describe the anatomy and physiology of the brain and its protective structures (e.g., skull, meninges, cerebrospinal fluid).
- Differentiate between primary and secondary head injuries and explain their pathophysiological processes.
- Identify complications resulting from head injuries, such as increased intracranial pressure (ICP), brain herniation, and post-traumatic seizures.
- Develop an individualized nursing care plan for patients with head injuries, focusing on monitoring ICP, preventing complications, and providing rehabilitative care.
- **Spinal Cord Injury**
 - Describe the anatomy and physiology of the spinal cord and its protective structures (e.g., vertebrae, meninges, cerebrospinal fluid).
 - Explain the mechanisms of spinal cord injury, including trauma, compression, and other causes.
 - Discuss the pathophysiological changes in partial or complete spinal cord transection, including sensory and motor deficits.
 - Identify life-threatening complications of spinal cord injuries, such as respiratory failure, neurogenic shock, and autonomic dysreflexia.
 - Demonstrate prompt nursing interventions for spinal shock and autonomic dysreflexia.
 - Provide nursing care in the emergency and acute care settings for spinal cord injury patients, focusing on stabilization, respiratory support, and monitoring vital functions.
 - Explain the rehabilitation process for spinal cord injury patients, including physical therapy, psychological support, and functional training.
 - Describe the causes, mechanisms, and risk factors involved in intervertebral disc herniation.
 - Discuss the nurse's role in the surgical and non-surgical management of spinal cord injuries and intervertebral disc herniation.
- **Cerebra Vascular Accident (CVA)**
 - Explain CVA, its types (ischemic, hemorrhagic), and pathophysiology.
 - Identify risk factors and discuss preventive strategies.
 - Identify signs of CVA using the FAST approach.
 - Discuss complications such as paralysis and speech impairments.
 - Develop individualized plans addressing acute care and rehabilitation.

- Describe the nurse's role in interdisciplinary care.
- Educate families on post-stroke care and emotional support.
- **Infections/Inflammations of CNS (Central Nervous System)**
 - Differentiate between meningitis, encephalitis, and brain abscess based on pathophysiology and clinical features.
 - Explain alterations in intracranial pressure and dynamics associated with CNS infections.
 - Identify the causes, clinical manifestations, and diagnostic markers of CNS infections.
 - Describe pharmacological treatments (e.g., antibiotics, antivirals) and nursing care strategies, including monitoring, infection control, and symptom management.
- **Epilepsy/Seizures**
 - Develop individualized nursing care plans for managing different types of seizure disorders.
 - Identify side effects of common antiepileptic drugs and provide appropriate nursing care to mitigate them.
 - Address the psychological effects of epilepsy on patients and their families through education and emotional support.
- **Disorders of Neuromuscular Transmission.**
 - Compare the physiology of neuromuscular transmission with the pathophysiological mechanisms of Myasthenia Gravis (MG) and Guillain-Barré Syndrome (GBS).
 - Identify the signs and symptoms of MG and GBS.
 - Describe the nurse's role in assisting with diagnostic procedures for MG and GBS, such as electromyography and antibody tests.
 - Recognize major complications of MG and GBS, including respiratory failure and muscle weakness.
 - Develop nursing care plans addressing symptom management, complication prevention, and patient support.
- **Pain and painful disorders related to nervous system.**
 - Describe the anatomy of the trigeminal nerve and its main divisions.
 - Explain the etiology, pathophysiology, and clinical manifestations of trigeminal neuralgia.
 - Discuss diagnostic techniques and the medical and surgical management of trigeminal neuralgia.
 - Develop a nursing care plan focusing on pain management, post-surgical care, and patient education for trigeminal neuralgia.
 - Identify the types, causes, and clinical features of migraines and headaches.
 - Outline nursing interventions and management strategies for patients with migraines or chronic headaches.

- **Migraine / Headache.**
 - Identify the types of headaches, including migraines, tension headaches, and cluster headaches.
 - Explain the etiology and pathophysiology of migraines and other headache types.
 - Discuss dietary and other environmental precipitants that can trigger headaches.
 - Describe pharmacological treatments and symptomatic relief strategies for headache management.
 - Outline the nurse's responsibilities in assessing, managing, and educating patients with headaches, including lifestyle modifications and medication adherence.
- **Chronic Neurological Disorders**
 - a. **Parkinson's disease**
 - Describe the medical and surgical management of Parkinson's disease, including medication therapies (e.g., dopamine agonists, levodopa) and potential surgical options (e.g., deep brain stimulation).
 - Develop a nursing care plan focusing on symptom management, mobility support, and safety for patients with Parkinson's disease.
 - Create a follow-up plan for monitoring symptoms, medication, and complications in Parkinson's disease patients.
 - Educate patients and families on medication adherence, physical therapy, safety, and coping strategies.
 - b. **Alzheimer's Disease**
 - Explain the etiology and pathophysiology of Alzheimer's disease, focusing on amyloid plaques, tau tangles, and neuronal death.
 - Identify the signs and symptoms of Alzheimer's, including memory loss, disorientation, and changes in behavior.
 - Discuss the social and psychological sequelae of Alzheimer's, such as depression, anxiety, and family caregiver stress.
 - Describe the brain damage caused by Alzheimer's and its impact on altered consciousness and cognitive function.
 - c. **Brain damage classified:**
 - Explain the causes of brain damage, including anoxia, hypoxia, and perfusion failure, and their impact on brain function.
 - Describe the pathophysiological mechanisms behind these conditions and their effects on the brain.
 - Identify the signs and symptoms associated with brain damage from anoxia, hypoxia, and perfusion failure.
 - Discuss special states of altered consciousness, including persistent vegetative state, locked-in syndrome, and brain death.
 - Outline the essential criteria for diagnosing brain stem death.

Unit VI: Eye and ENT Nursing

- Explain the pathophysiology, signs, and symptoms of otitis media, mastoiditis, and Meniere's disease, and discuss nursing management and interventions for these conditions.
- Identify the causes, clinical manifestations, and treatment options for epistaxis and deviated nasal septum, and develop nursing care plans for managing these conditions.
- Describe the etiology, symptoms, and medical management of tonsillitis, and address nursing interventions and care plans for tonsillitis patients.
- Discuss the causes, symptoms, and treatment strategies for laryngitis, providing nursing care focused on symptom relief and patient education.
- Identify common eye infections and inflammations, such as conjunctivitis and blepharitis, and develop nursing care plans addressing prevention, treatment, and patient education.
- Explain the pathophysiology, symptoms, and treatment options for glaucoma and retinal detachment, and outline appropriate nursing care interventions.

Unit VII: Reproductive Disorders

- Demonstrate an ability to develop targeted Nursing Care Plans and effective Teaching Plans for patient with Reproductive disorders on the basis of acquired foundation empirical knowledge

Female Reproductive Disorders

- Explain the anatomy and physiology of the female reproductive system, including the role of ligaments and pelvic floor muscles.
- Discuss the alterations in estrogen and progesterone levels and their impact on reproductive health.
- Identify the causes, pathophysiology, and manifestations of common female reproductive disorders.
- Outline diagnostic methods, medical treatments, and surgical management options for these disorders.
- Develop a nursing care plan focused on patient education, symptom management, and postoperative care
- Teaching Plan
 - Reproductive tract Infections
 - Menstrual Disorders
 - Dysfunctional uterine bleeding
 - Menopause
 - Endometriosis
 - Pelvic inflammatory disease
 - Uterine prolapse
 - Cystocele
 - Rectocele
 - Fistulas
 - Infertility
 - Ectopic Pregnancy
 - Abortion

- Hydatidiform mole
- Ovarian cyst
- Ovarian tumor and cancer
- Uterine tumor/ fibroids
- Breast cancer

Male Reproductive Disorders

- Describe the anatomy and physiology of the male reproductive system.
- Explain the causes, pathophysiology, and manifestations of male reproductive disorders.
- Outline diagnostic, medical, and surgical management of these disorders.
- Develop a nursing care plan for male reproductive disorders.
- Provide patient education and psychological support for affected individuals.
- Teaching Plan
 - Benign prostate hypertrophy
 - Erectile dysfunction
 - Prostate and testicular cancer
 - Infertility

Clinical Objectives:

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

- Myelograms
 - Audi metric
 - Thyroid scanning.
12. Document all assessments, nursing care, and discharge teaching provided to the clients.
 13. Identifies the normal values and alterations in the diagnostic tests carried out for clients.
 14. Demonstrates an understanding of the psychological needs of patients and their families during hospitalization and surgery.
 15. Explain the possible reaction that a family member may exhibit when confronted with trauma, illness, death, and dying.
 16. Provide holistic care to patients who are bedridden and immobile.
 17. Identify normal sinus rhythm on a cardiac monitor and differentiate it from the abnormal rhythms.
 18. Identify signs of increased ICP in patients with neurological conditions.
 19. Observe the Emergency room systems and apply the concepts of triage.
 20. Differentiate the role and responsibilities of each individual in E.R. from other units.
 21. Demonstrate pre- and post-operative nursing care in patients with Muscular-skeletal surgeries.
 22. Assist the following skills.
 - a. Lumbar puncture
 - b. 12 Lead ECG
 - c. Blood sugars
 - d. Eye and ear irrigation.
 - e. Eye bandaging.
 - f. Skin and Skeletal traction.
 - g. Application of Plaster, cast
 - h. Skin tractions, Knee mobilizer, and Continuous Passive Motion (CPM).

Recommended Reading:

1. Adult Health Nursing, 9th Edition Authors: Kim Cooper & Kelly Gosnell.... Date of Publication: 05/2022
2. BLACK'S MEDICAL-SURGICAL NURSING, First South Asia Edition by Malarvizhi S. (Editor); Renuka Gagan (Editor) ISBN: 9788131254196 Publication Date: 2019
3. Bardsley, A. (1999). A sense of control. Nursing Times, 95 (31) 66-69. 72
4. Brune, B. (July 2001). Deep vein thrombosis prophylaxis: the effectiveness and implications of using below knee or thigh length graduated compression stocking. Heart and Lung, 30 (4), 277-284.
5. Black, J. M. & Jacobs, E. M. (1993). Medical Surgical Nursing: A psychophysiological approach. (4th.ed.). Philadelphia: W.B.Saunders.
6. Brunner, L. S., & Suddarth, D. S. (2005). Text Book of Medical Surgical Nursing (10th Edition). Philadelphia: Lippincott.
7. Edward, S. (2001). Regulation of water, sodium and potassium: Implication for practice. Nursing Standard, 15 (22), 36-45.

8. Gordon, M. (2004). Nursing Diagnosis: process and application (3rd . ed.) Philadelphia: Mosby.
9. Hayes, D. (2000). Caring for your patient with permanent hemodialysis access. Nursing, 30 (3), 41-46.
10. INTERNATIONAL JOURNAL OF NURSING KNOWLEDGE Edited By: Jane Flanagan, PhD, ANP-BC..Impact factor (2022):1.4 Journal Citation Reports (Clarivate, 2023): 95/126 (Nursing (Science))95/124 (Nursing (Social Science))Online ISSN:2047-3095 .Print ISSN:2047-3087
11. JOURNAL OF NURSING MANAGEMENT <https://onlinelibrary.wiley.com/journal/13652834>
12. Lippincott manual of medical surgical nursing by Shama, Suresh K. ISBN: 9789351295747 Publication Date: 2017
13. Medical-Surgical Nursing, 10th Edition Concepts for Interprofessional Collaborative Care Authors: Donna D. Ignatavicius & M. Linda Workman & Cherie R. Rebar & Nicole M.
14. Pullen, M. (1999). Nutrition in chron's disease. Nursing Standard, 13(27), 49-53.
15. Smelter, S. C., & Bare, B. G. (2000). Text book of Medical-Surgical Nursing (9th ed.). Philadelphia: Lippincott.
16. Tortora, G. J. & Grabowski, S. R. (2000). Principles of anatomy and physiology (9th ed.). New York: John Wiley & sons Inc.
17. Whyte, A. (2000). Organ recital. Nursing Times, 96 (23), 28-30.
18. Journal Citation Reports (Clarivate, 2023): 95/126 (Nursing (Science))95/124 (Nursing Social Science) Online ISSN:2047-3095. Print ISSN:2047-308 Authors: Kim Cooper & Kelly Gosnell Date of Publication: 05/2022Medical-Surgical Nursing, 10th Edition
19. Concepts for Interprofessional Collaborative Care Authors: Donna D. Ignatavicius & M. Linda Workman & Cherie R. Rebar & Nicole M.Heimgartner...Date of Publication: 02/2021

Course Code	BSN: 642
Course Title	Pathophysiology II
Credit Hours	2 (2+0+0)

1. Course Description:

This course offers learners the opportunity to expand their understanding of altered physiological mechanisms and their impact on the body's functional status. It also explores the body's responses that lead to the manifestation of disease. The application of this knowledge, along with the development of relevant skills and attitudes, is critical for nurses in problem-solving across various settings such as hospitals, schools, communities, or homes. The course content is selected and integrated based on its relevance to enhancing nursing practice in these contexts.

2. Course Learning Outcomes:

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

1. Describe the factors in the environment, which contribute to producing changes in Physiological processes.
2. Discuss the relationship of normal body function with altered physiological mechanisms in the disease process.
3. Integrate the knowledge of the basic principles of Pathophysiology in a hospital and community environment.
4. Explain the pathogenesis of a variety of disorders.
5. Correlate normal physiology with pathology.
6. Analyze the pathology of a variety of disorders of following systems.
 - Cardiovascular system
 - Respiratory system
 - Endocrine system
 - ENT
 - Musculoskeletal
 - Nervous system
7. Interpret the results of laboratory tests to investigate pathological conditions.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), Problem based learning, Case studies, Tutorial / small group discussion, self -study.

4. Assessment Criteria

Quiz	5%
Sessional	10 %
Midterm	25%
Assignment	20 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit-I Cardio Vascular System

- Describe the structure and function of the coronary circulation, including collateral arteries.
- Explain the heart's conduction system, myocardial contraction, and relaxation.
- Analyze the mechanism of blood vessel obstruction in atherosclerosis.
- Discuss factors affecting cardiac performance, including preload, afterload, and contractility in the context of Frank-Starling and Laplace's laws.
- Identify pathophysiological changes in ischemic heart diseases, including myocardial ischemia (angina types) and myocardial infarction.

Unit II: Endocrine & Metabolic Disorders

- Explain the hypothalamic-pituitary control mechanism of hormone secretion in the body.
- Describe the pathophysiology of hypo- and hyperfunction of the endocrine glands.
- Identify the clinical manifestations and causes of hypo- and hypersecretion of hormones.
- Discuss the diagnostic approaches for endocrine disorders related to hormone imbalances.
- Analyze the impact of endocrine disorders on metabolic functions and overall health.
- Hypothalamic pituitary control mechanism of hormone secretions in the body.
- Hypo & hyper function of the endocrine glands.

Disorders of Growth Hormone:

- Explain the function of growth hormone in regulating growth and metabolism.
- Describe the pathophysiology and clinical manifestations of gigantism, acromegaly, and dwarfism.
- Identify the causes and risk factors for growth hormone disorders.
- Discuss the diagnostic methods used to evaluate growth hormone imbalances.
- Analyze the medical and surgical management strategies for disorders of growth hormone.

Disorders of endocrine pancreas (Diabetes Mellitus)

- Describe the structure and function of the endocrine pancreas, focusing on the islets of Langerhans and the roles of insulin, glucagon, and somatostatin.
 - Explain glucose homeostasis and how the endocrine pancreas regulates blood glucose levels.
 - Identify types of diabetes mellitus (Type 1, Type 2, gestational, and rare forms).
 - Discuss diagnostic criteria, including fasting glucose, HbA1c, and glucose tolerance tests.
 - Explain the autoimmune etiology and beta-cell destruction in Type 1 DM.
 - Discuss the pathophysiology of insulin deficiency and resulting hyperglycemia.
 - Identify clinical signs like polyuria, polydipsia, polyphagia, and weight loss.
 - Explain insulin resistance and beta-cell dysfunction in Type 2 DM.
 - Identify risk factors, including obesity, sedentary lifestyle, and genetics.
 - List clinical symptoms such as fatigue, blurred vision, and slow-healing wounds.

- Describe the pathophysiology and symptoms of DKA and HHS.
 - Discuss causes, risk factors, and nursing interventions for DKA and HHS.
 - Explain complications like retinopathy, nephropathy, neuropathy, and cardiovascular disease.
 - Discuss the pathophysiology of microvascular and macrovascular issues.
- Outline nursing interventions for prevention and management, including glucose control and patient education.
 - Describe medical and pharmacological management, including insulin, oral agents, and lifestyle changes.
 - Develop nursing care plans focusing on prevention of complications, patient education, and self-management strategies

Disorders of Thyroid Gland & Parathyroid gland

- Anatomy and Physiology of thyroid gland and parathyroid gland and hypothalamic pituitary thyroid feedback system
- Describe the structure and function of the thyroid and parathyroid glands.
- Explain the hypothalamic-pituitary-thyroid feedback system that regulates hormone secretion.

Disorders associated with Thyroid gland

- Identify the causes, symptoms, and systemic effects of hypothyroidism (e.g., fatigue, weight gain).
- Explain the development of non-toxic goiter due to iodine deficiency or other factors.
- Discuss the characteristics of cretinism and its impact on growth and development.
- Analyze the effects of myxedema as severe hypothyroidism leading to organ dysfunction.
- Describe the symptoms of hyperthyroidism, such as weight loss and tachycardia.
- Examine Grave's disease as an autoimmune cause of hyperthyroidism.
- Outline the effects of toxic goiter associated with excessive hormone production.
- Explain how parathyroid hormone (PTH) regulates calcium and phosphate metabolism in bones and kidneys.
- Describe the role of calcitonin in lowering blood calcium levels by inhibiting bone resorption.

Disorders of the Parathyroid Gland

- Discuss the effects of hypoparathyroidism, including tetany, muscle spasms, and seizures.
- Explain the impact of low calcium levels on bone density and kidney function.

- Analyze the effects of hyperparathyroidism, such as osteoporosis, kidney stones, and muscle weakness.
- Evaluate the systemic impact of hypercalcemia on bone degradation and renal complications.

Disorders of Adrenal gland

- Describe the anatomical structure and physiological role of the adrenal cortex and medulla.
- Identify the histological layers of the adrenal cortex and their hormone secretions.
- Explain the roles of glucocorticoids, mineralocorticoids, and androgens in maintaining homeostasis.
- Correlate hormone imbalances with systemic pathophysiological changes.
- Define Cushing's syndrome and its etiology.
- Describe the clinical features, diagnostic methods, and treatment approaches.
- Explain the causes and pathophysiology of Addison's disease.
- Identify clinical manifestations, diagnostic tests, and management strategies.

Unit III: Alteration in Musculoskeletal support and movement. (Trauma & Injury):

- Describe key physiological changes in musculoskeletal tissues after trauma, including cellular damage, inflammation, and altered blood supply.
- Explain the pathophysiology of fractures, dislocations, sprains, and strains, emphasizing tissue damage and repair mechanisms.
- Outline the stages of the inflammatory response and healing process in bone and soft tissues, from hemostasis to remodeling.
- Discuss the effects of musculoskeletal injuries on joint range of motion, weight-bearing capacity, and muscle strength.
- Analyze how trauma affects bone density, joint function, and muscle integrity.
- Explain the influence of age, comorbidities, and nutritional status on healing and recovery.
- Identify nursing interventions for managing musculoskeletal trauma, including pain control, immobilization, prevention of complications, and rehabilitation.
- Predict complications such as infections, delayed healing, and chronic pain, and plan appropriate prevention and management strategies.

Unit IV: Disorders of Neurological System

Pain:

- Define the somatosensory pathway and its role in transmitting sensory signals, including pain, to the brain.
- Explain nociceptors' function in detecting and transmitting pain signals.
- Describe the role of endorphins and enkephalins in modulating pain perception.
- Explain how heat (vasodilation), cold (reduced nerve conduction), and TENS (inhibition of pain signals) provide pain relief.

Disorders of Neurological function

- Identify the major arteries in cerebral circulation, including the Circle of Willis and its branches, and their role in maintaining brain perfusion.
- Explain the structure and function of the BBB and CSF barrier in regulating the brain's microenvironment.
- Describe how nervous tissue degeneration alters cerebral blood flow, leading to ischemic or hemorrhagic stroke.
- Identify common risk factors for stroke (e.g., hypertension, diabetes, smoking) and differentiate between ischemic and hemorrhagic strokes.
- Define TIAs, their pathophysiology, clinical manifestations, and significance as warning signs for stroke.

Unit-V: Disorder of Special Senses (Eye & ear)

- Describe the structure and function of the eye (cornea, lens, retina, optic nerve).
- Explain the anatomy and function of the ear (external, middle, inner ear).
- Identify causes and symptoms of visual dysfunction (e.g., refractive errors, cataracts).
- Explain types of auditory dysfunction (conductive, sensorineural hearing loss).
- Define glaucoma and its relation to intraocular pressure and optic nerve damage.
- Differentiate between open-angle and angle-closure glaucoma.
- Explain the causes and mechanisms of tinnitus.
- Discuss types and management of hearing loss (conductive, sensorineural).

Recommended Reading:

1. Huether, Sue E. Pathophysiology online for understanding Pathophysiology. [Place of publication not identified]: Elsevier Mosby, 2016.
2. Pathophysiology of Disease: An Introduction to Clinical Medicine, 8e McCance & Huether's Pathophysiology, 9th Edition
3. The Biologic Basis for Disease in Adults and Children.2023 Hammer G.D., & McPhee S.J. (2019).
4. Introduction. Hammer G.D., & McPhee S.J.(Eds.), Pathophysiology of Disease: An Introduction to Clinical Medicine, 8e. McGraw Hill. <https://accessmedicine.mhmedical.com/content.aspx?bookid=2468§ionid=198219786>
5. Ross & Wilson Pathophysiology, 1st Edition Authors: Allison Grant & Anne Waugh,2023

Course Code BSN: 643

Course Title **Health Assessment –II**

Credit Hours 2 (1+0+1)

1. Course Description:

An overview of the knowledge and abilities required to evaluate the fundamental health condition of individuals across different age groups. These competencies are applicable to nursing practice in diverse clinical environments. The course places a particular emphasis on honing skills related to conducting thorough patient history assessments and performing physical examinations.

2. Course Learning Outcomes:

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

1. Assess the health status of an individual systematically by obtaining a complete health history using interviewing skills appropriately.
2. Utilize proper techniques of observation and physical examination in assessing followings,
 - Peripheral Vascular and Musculoskeletal Systems,
 - Mental Status and Sensory Neuro System,
 - Cardiovascular System,
 - Thorax and Lungs,
 - Eyes, & Ears.
3. Apply proper techniques of observation and physical examination in assessment of an Elderly Client and Pediatric Client.
4. Differentiate normal from abnormal patient findings.
5. Document patient findings in an appropriate manner.
6. Demonstrate an awareness of the need to incorporate health assessment as part of their general nursing practice skills.
7. Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in the assessment & analysis of data collected.

8. Apply therapeutic communication while history taking.
9. Demonstrate skills of history taking in the clinical area.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), experiential learning, simulation Learning, videotaping, role play, movie and lab practice

4. Assessment Criteria:

Quiz	5%
Sessional	10 %
Midterm	25%
Performance exam	20 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Assessment of the Peripheral Vascular and Musculoskeletal Systems

- Assessment – musculoskeletal functions including muscles strength, symmetry, size, contour, ROM and its characteristics.
- Documentation
- Age related changes
- Identify key health history questions for assessing peripheral vascular and musculoskeletal systems.
- Discuss critical observations in assessing peripheral vascular system (PVS), including skin, pulses, and edema.
- Assess muscle strength, symmetry, size, contour, and range of motion (ROM).
- Accurately document findings of the PVS and musculoskeletal assessments.
- Recognize age-related changes in peripheral vascular and musculoskeletal systems and their impact on assessment.

Unit II: Assessment of the Mental Status and Sensory Neuro System

- Perform a comprehensive mental status examination to evaluate orientation, memory, cognition, mood, and behavior.
- Evaluate cranial nerve function, sensory responses, proprioception, cerebellar function, and deep tendon reflexes.
- Record and document assessment findings related to mental status and sensory neuro system using appropriate clinical terminology.
- Recognize and explain age-related changes in mental status and sensory neuro function, and their impact on assessment and care planning.

Unit III: Assessment of Cardio Vascular System

- Identify and collect relevant components of the health history to assess the cardiovascular system.
- Locate and describe the key anatomical landmarks of the chest for cardiovascular assessment.
- Evaluate pulse rate, rhythm, and pulsation characteristics, including identification of irregularities.
- Locate and assess the Point of Maximal Impulse (PMI), and identify any deviations.
- Auscultate and describe heart sounds, identifying normal and abnormal patterns.
- Discuss the characteristics and significance of systolic and diastolic murmurs.
- Conduct a systematic cardiovascular assessment, including inspection, palpation, and auscultation.
- Accurately document cardiovascular assessment findings, including any abnormalities and clinical observations.
- Recognize and explain age-related changes in the cardiovascular system and their implications for assessment.

Unit IV: Assessment of Thorax and Lungs

- Identify relevant components of the health history to assess the respiratory system.
- Describe and assess the chest contour and symmetry, identifying any abnormalities.
- Measure and analyze the respiratory rate and pattern to identify deviations from normal.
- Palpate and assess tactile fremitus, recognizing changes in vibration patterns.
- Evaluate chest expansion, noting any restricted movement or asymmetry.
- Percuss and assess the density of lung fields, identifying abnormal sounds indicating pathology.
- Measure diaphragmatic excursion to evaluate lung function and detect abnormal findings.
- Auscultate lung sounds and differentiate between normal and abnormal breath sounds.
- Perform a comprehensive respiratory assessment, including inspection, palpation, percussion, and auscultation.
- Document respiratory findings accurately, including any identified abnormalities.
- Recognize and explain age-related changes in the respiratory system and their implications for assessment.

Unit V: Assessment of the Eyes, & Ears

- Describe the components of Health History for eye and ear assessments.
- Explain the structure and position of the eyes, noting any abnormalities.
- Examine the upper and lower eyelids, checking for any signs of infection, ptosis, or asymmetry.
- Perform a basic test of visual perception to assess the patient's ability to detect light, shapes, and movement.
- Differentiate normal and abnormal characteristics of the cornea, sclera, pupil, lens fundi, auricle, and tympanic membrane.
- Assess Peripheral visual fields to identify any abnormalities, such as blind spots.
- Examine the auricle for normal color, shape, and location, identifying any deformities or signs of infection.
- Inspect the external ear canal and tympanic membrane for any abnormalities, such as redness, discharge, or perforation.
- Perform a gross hearing test (e.g., Rinne and Weber tests) to assess auditory function.
- Conduct a thorough examination of the eyes and ears of a healthy patient, ensuring normal findings.
- Document all assessment findings, including abnormalities and normal variations.
- Identify Age-Related Changes in the eyes and ears and their impact on assessment findings.

Unit VI: Assessment of Pediatric Client

- Identify Components of Pediatric health history based on developmental stages.
- Explain how health assessment differs across developmental levels (infant, child, adolescent).
- Define health assessment norms for infants and children, including growth and developmental milestones.
- Demonstrate appropriate assessment techniques based on age and developmental level.
- Apply Pediatric Examination Skills to assess growth, vital signs, reflexes, and sensory functions according to age-specific norms.
- Document Pediatric findings noting deviations from normal growth and development.

Unit VII: Assessment of an Elderly Client

- Identify Variations in history taking techniques for elderly clients, considering cognitive, emotional, and physical changes.
- Discuss the health assessment variations for elderly clients, focusing on common age-related concerns and their impact on assessment.
- Apply Examination Techniques and skills for Elderly Clients taking into account physical limitations and sensory impairments.

- Document relevant findings from the health assessment of elderly clients, noting any deviations from typical age-related norms.

Recommended Reading:

1. Physical Examination and Health Assessment, 9th Edition Authors: Carolyn Jarvis & Ann L. Eckhar, Pub. 2023 ISBN Number 9780323827799
2. Health Assessment for Nursing Practice, 7th Edition Authors: Susan Fickertt Wilson & Jean Foret Giddens. Pub. 2021 ISBN Number 9780323661195
3. Seidel's Physical Examination Handbook, 10th Edition an Interprofessional Approach Authors: Jane W. Ball & Joyce E. Dains & John A. Flynn & Barry S. Solomon & Rosalyn W. Stewart. 2022. ISBN Number 9780323722476
4. Lippincott Course point Enhanced for Jensen's Nursing Health Assessment Fourth edition, by Sharon Jensen, 2022.
5. Bates' Guide to Physical Examination and History Taking 13e without Videos Lippincott Connect International Edition Print Book and Digital Access Card Package
6. Thirteenth edition, 2023 by Lynn S. Bickley, Peter G. Szilagyi, Richard M. Hoffman and Rainier P. Soriano. ISBN: 9781975221379

Course Code	BSN 644
Course Title	Clinical Pharmacology and Drug Administration-II
Credit Hours	2 (2+0+0)

1. Course Description:

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

2. Course Learning Outcomes:

By the end of this course, students are expected to:

1. Discuss the side and adverse effects of different drugs and drug categories.
2. Differentiate characteristics of major drugs and drug classes currently used in clinical practice.
3. Integrate knowledge of physiology, pathology, and pharmacology.
4. Describe the specific pharmacology of the major drugs currently used in treating the disorders of the following systems and indications,

contraindication, effects, and side effects of different drugs on different human body systems.

- Nervous system
- Cardiac system
- Respiratory system
- Endocrine system
- Musculoskeletal
- ENT
- Anti-inflammatory
- Anesthesia

5. Interpret evidence presented by clients during a therapy session.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), Problem based learning / Case studies, small group discussion, drug card, Drug dose calculation

4. Assessment Criteria:

Quiz	5%
Sessional	10 %
Presentation on categories of medicine	20%
Midterm	25%
End Semester Exam	40%
Total	100%

5. Course Content

Unit I: Drugs Used to Treat and Prevent Infections

- Antibiotics
- Antifungal
- Antiphlastic
- Anti-malarial
- Antiviral drugs
- Commonly used drug category
- Action and effects
- Enlist some of the most commonly used drugs
- Nursing care plan and patient education.

Unit II: Drugs Affecting the Cardio-Vascular System

Cardiac Glycosides and Anti Arrhythmic Drugs

- Explain the inotropic, chronotropic, and dromotropic effects of cardiovascular drugs.
- Describe the therapeutic effects and uses of digoxin in managing cardiovascular conditions.

- Understand the process and purpose of digitalization in digoxin therapy.
- Identify the signs and symptoms of early, moderate, and severe digoxin toxicity.
- Develop nursing care plans for patients experiencing digoxin toxicity.
- Discuss the pharmacological management of arrhythmias and the role of antiarrhythmic drugs.
- Identify nursing implications when administering antiarrhythmic drugs.
- Perform accurate drug dosage calculations in cardiovascular pharmacology.
- **Anti Anginal and Anti-Hypertensive Drugs**
 - Identify the main classes of drugs used to treat angina pectoris (AP).
 - Describe the nursing responsibilities related to each class of drugs used for treating AP.
 - Discuss the pharmacological management strategies for hypertension and hypertensive crisis.
 - Perform accurate drug dosage calculations for antihypertensive medications.
- **Thrombolytic Therapy**
 - Identify the main classifications of thrombolytic therapy.
 - Describe the action of different thrombolytic agents in treating clot-related conditions.
 - Explain the nursing responsibilities during thrombolytic therapy, including monitoring for complications and patient education.

Unit III: Drugs Affecting the Respiratory System

- Identify the different drug classes used to manage respiratory conditions, including antihistamines, decongestants, antitussives, and expectorants.
- Describe the drug groups used in the treatment of COPD and asthma.
- Explain the therapeutic effects, side effects, toxic levels, and nursing considerations for drugs used in respiratory therapy.
- Perform accurate drug dosage calculations for respiratory medications.
- **Anti-Tuberculosis Drugs**
 - Identify the main anti-tuberculosis drugs and their characteristics.
 - Explain the mechanism of action of anti-tubercular drugs.
 - Describe the indications and contraindications for the use of anti-tubercular drugs.
 - Discuss the primary and secondary management strategies for tuberculosis (TB) treatment.
 - Understand the rationale for using multiple drug therapy in the treatment of TB.
 - Explain appropriate nursing implications for patients receiving anti-tuberculin therapy, including monitoring for side effects and patient education.
 - Perform accurate drug dosage calculations for anti-tubercular medications.
- **Anti-diabetic Drugs**

- Understand the disease process of diabetes mellitus and its impact on metabolic processes.
- Explain the role of insulin in the metabolic process and glucose regulation.
- Identify the types of anti-diabetic agents, their modes of action, side effects, and nursing care considerations.
- Discuss the principles of therapy for all anti-diabetic agents, including insulin and oral hypoglycemic agents.
- Explain the rationale for combining insulin with oral hypoglycemic agents in diabetes management.
- Perform accurate drug dosage calculations for insulin and oral anti-diabetic medications.

Unit IV: Endocrine Corticosteroids

- Understand the anatomy and physiology of the adrenal glands and their role in hormone production.
- Describe the action, indications, side effects, and contraindications of exogenous corticosteroids.
- Identify commonly used corticosteroids and their therapeutic uses.
- Compare short-term and long-term corticosteroid therapy, including potential risks and benefits.
- Explain the action, indications, side effects, and contraindications of exogenous androgen therapy.
- Discuss the consequences of anabolic steroid abuse and its impact on health.
- Identify common names of anabolic steroids used for performance enhancement.

Thyroid and Anti thyroid Drugs

- Describe the physiological effects of thyroid hormones on metabolism and growth.
- Explain the clinical effects of hypo- and hypersecretion of thyroid hormones, including symptoms and potential complications.
- Identify the actions, indications, side effects, and contraindications of thyroid and anti-thyroid drugs, such as levothyroxine and methimazole.
- Analyze the influence of thyroid and anti-thyroid drugs on the metabolism of other medications and potential drug interactions.
- Educate clients on self-care activities related to the proper use of thyroid and anti-thyroid drugs, including monitoring for side effects and adherence to therapy.
- Perform accurate drug dosage calculations for thyroid and anti-thyroid medications.

Hypothalamus and Pituitary Drugs

- Identify the clinical uses of major hypothalamic and pituitary hormones in medical treatment.
- Discuss commonly used drugs and hormone replacement therapies for hypothalamic and pituitary disorders.
- Describe major nursing considerations for clients receiving specific hypothalamic and pituitary hormones, including monitoring and patient education.

- Perform accurate drug dosage calculations for hypothalamic and pituitary hormone therapies.

Unit V: Anti-Neoplastic-Drugs

- Describe the uses and effects of anti-neoplastic drugs in cancer treatment.
- Classify anti-neoplastic drugs based on their mechanisms of action and therapeutic use.
- Explain the action of anti-neoplastic drugs on the body and how they target cancer cells.
- Identify the expected and adverse reactions of anti-neoplastic drugs, including common side effects and complications.
- Discuss nursing responsibilities related to the administration and monitoring of anti-neoplastic drugs, including patient care and education.
- Perform accurate drug dosage calculations for anti-neoplastic drugs.

Recommended Reading:

1. Mosby's Drug Guide for Nursing Students with update, 15th Edition Author: Linda Skidmore-Roth, 2023. ISBN Number 9780443123887
2. Lehne's Pharmacology for Nursing Care, 12th Edition Authors : Jacqueline Rosenjack Burchum & Laura D. Rosenthal PREVIOUS EDITION -ISBN : 9780323825221
3. LIPPINCOTT Illustrated Reviews PHARMACOLOGY, 9th edition Author: Karen Whalen, Rajan Radhakrishnan, Carinda Field. 2023
4. Mosby's Pharmacology Memory NoteCards, 7th Edition Visual, Mnemonic, and Memory Aids for Nurses Authors : JoAnn Zerwekh & Ashley Garneau PREVIOUS EDITION -ISBN : 9780323661911
5. Lippincott Pocket Drug Guide for Nurses Twelfth edition, North American Edition by REBECCA TUCKER ISBN: 9781975217068

Course Code	BSN: 645
Course Title	Pakistan Studies
Credit Hours	2(2 +0 +0)

1. Course Description:

This course is designed to provide students with a comprehensive understanding of Pakistan's identity, encompassing its geographical, historical, and cultural dimensions. It explores the country's diverse landscapes, ancient civilizations, and rich cultural heritage. Additionally, the course examines Pakistan's socio-cultural and political transformations, including democratic transitions and military interventions. The objective is to equip students with a nuanced understanding of Pakistan's past, present, and potential future trajectories, enabling them to critically assess the complex dynamics influencing the nation's development.

2. Course learning Outcomes:

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

1. Have enhanced knowledge of the geographical, historical, and political aspects of Pakistan.
2. Understand the society and culture of Pakistan.
3. Understand and explain the socio-economic developments in Pakistan.
4. Explain contemporary issues and challenges faced by Pakistan and their implications for the future.

3. Teaching/Learning Strategies:

Lectures, Discussion (Interactive Strategies), small group discussion.

4. Assessment Criteria:

Sessional (SEQs/SAQs)	10%
Midterm	25%
Documentary	15%
PPT	10%
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Introduction to Pakistan

- Describe the geographical location of Pakistan and explain its significance in regional and global contexts.
- Trace the historical background of the region, including ancient civilizations and their influence on Pakistan.
- Identify the key factors that led to the creation of Pakistan.

Unit II: Political History of Pakistan

- Describe the formative phase of Pakistan's political history and its early developments.
- Analyze the impact of military interventions on Pakistan's political landscape and the process of democratic transition.

Unit III: Geography of Pakistan

- Identify and describe the major physiographic features of Pakistan, including mountains, plains, plateaus, deserts, valleys, and coastal areas.
- Explain the significance of the Indus River system and its distribution across Pakistan.
- Classify and analyze the climatic regions of Pakistan based on geographical and environmental factors.

Unit IV: Society and Culture of Pakistan

- Examine the socio-cultural diversity of Pakistan, focusing on its ethnic, religious, and regional aspects.
- Identify the major languages spoken in Pakistan and explore the cultural significance of Pakistan's literature.
- Describe the salient features of Pakistan culture.

Unit V: Economic Development of Pakistan

- Analyze the role of agriculture in Pakistan's economy and its contribution to national development.
- Examine the development of Pakistan's industrial sector and its impact on economic growth.
- Identify and evaluate the key economic challenges faced by Pakistan, including poverty, unemployment, and inflation.
- Discuss the strategies adopted by Pakistan to address its economic challenges and promote sustainable development.

Unit VI: Contemporary Issues

- Examine Pakistan's foreign relations and their impact on national security, economy, and international standing.
- Analyze the security challenges faced by Pakistan, including terrorism, extremism, and regional conflicts.
- Discuss the environmental challenges in Pakistan and the nation's efforts towards sustainable development through the Sustainable Development Goals (SDGs).
- Evaluate the influence of media on social change, public awareness, and policy development in Pakistan.

Recommended Reading:

1. Jinnah of Pakistan by Stanley Wolpert
2. The Sole of Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan by Ayesha Jalal.
3. The Struggle for Pakistan by Ishtiaq Husain Qureshi
4. Pakistan, the Formative Phase, 1857-1948 by Khalid B. Sayeed
5. Pakistan Studies: A Book of Readings by Sikandar Hayat
6. Constitutional and Political History of Pakistan by Hamid Khan

7. Trek to Pakistan by Ahmed Saeed and Kh. Mansur Sarwar
8. Pakistan: A Modern History by Ian Talbot
9. Politics in Pakistan: the Nature and Direction of Change by Khalid B.Sayeed
10. Physical Geography of Pakistan by Umar Jahangir
11. A Geography of Pakistan: Environment, People, and Economy by Fazle Karim Khan
12. Pakistan Foreign Policy: An Historical Analysis by S.M.Burke.
13. Separatism in East Pakistan by Rizwan Ullah Kokab
14. Being Pakistani: Society, Culture and Arts by Raza Rumi
15. Pakistan's Cultural Heritage: Socio-Economic and Technological Aspects edited by Abdul Jabbar Khan
16. Language and Politics in Pakistan by Tariq Rahman
17. Sociology by Horton and Hunt
18. Pakistan in the Twentieth Century: A Political History by Lawrence Ziring
19. Economic Development of Pakistan by Ishrat Husain

Issues in Pakistan Economy by S. Zaidi

Course Code	BSN 646
Course Title	Applied Psychology
Credit Hours	3 (3+0+0)

1. Course Description:

This course is designed to introduce learners to the field of psychology, focusing on its evolution as a science of human behavior. Using a lifespan approach, the course explores major developmental theories to deepen understanding of developmental psychology concepts. Additionally, it aims to enhance learners' interpersonal skills and understanding of human behavior, equipping them to provide effective care to clients across various age groups.

2. Course Learning Outcomes:

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

1. Analyze the health-related knowledge, beliefs, attitude, and practices of various socio-cultural groups in the health care system.
2. Apply methods and findings/ of clinical psychology to solve practical problems of human behavior and experience.
3. Plan different psychological measures for promoting subjective wellbeing and personal development.
4. Apply psychological development knowledge in health care practices.
5. Demonstrate psychological assessment and psychotherapy in diverse clients.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), Problem based learning / Case studies, Role Play, Small Group Presentations and Group Discussions, Scenario Building.

4. Assessment Criteria:

Quiz	5 %
Sessional/Group Presentation	10 %
Midterm	25%
Assignment	15 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Introduction to Psychology

- Define psychology and its relevance to nursing.
- Identify key psychological perspectives and their nursing applications.
- Explain various fields of psychology and their relevance to nursing.
- Apply psychological theories to nursing practice and patient care.
- Analyze psychological factors affecting patient health and outcomes.

Unit II: Understanding Health Beliefs and Practices of Diverse Communities

- Identify diverse cultural beliefs and practices related to health and illness.
- Explain how cultural knowledge, beliefs, and attitudes influence health-related behaviors.
- Analyze the impact of preventive measures, traditional healing practices, and medical adherence within various cultural contexts.
- Integrate cultural competence into nursing practice to enhance patient care and communication.

Unit III. Applying Methods and Findings of Clinical Psychology

- Administer psychological assessment tools to evaluate cognitive, emotional, and behavioral functioning in clinical settings.
- Psychotherapeutic Techniques: Apply evidence-based therapies (CBT, mindfulness, solution-focused) to address human behavior and clinical problems.
- Design and implement interventions to enhance wellbeing, resilience, and positive mental health outcomes.
- Develop psychoeducational programs to foster self-awareness, self-esteem, and adaptive coping skills.
- Integrate strategies to promote physical, emotional, social, and spiritual health in clinical practice.

Unit IV: Applying Psychological Development Knowledge in Healthcare Practices

- Apply psychological development theories across the lifespan to address the unique needs and challenges at different life stages.
- Design healthcare interventions to support healthy development and address challenges like childhood trauma, adolescence, and aging-related changes.
- Apply family systems theory to facilitate communication, support, and problem-solving in family dynamics within healthcare.
- Conduct comprehensive psychological assessments, including interviews, testing, and observations, to evaluate client concerns and create treatment plans.
- Apply psychotherapeutic approaches (individual, group, family therapy) to address emotional and psychological needs of clients.
- Apply assessment and therapy techniques to be culturally sensitive and responsive to diverse client backgrounds.

Unit V: Developmental Psychology

- Define developmental psychology and its significance in healthcare.
- Describe the various stages of development across the lifespan.
- Compare key developmental theories (Freud, Erickson, Piaget) and their implications for healthcare.
- Analyze the interaction between heredity and environment in shaping development.

Infancy (0-2 years)

- Describe personality development during infancy based on various developmental theories.
- Explain growth patterns and motor development during infancy.
- Discuss cognitive development, focusing on learning and memory during infancy.
- Describe Piaget's sensorimotor stage and its significance in infant development.
- Analyze Freud's views on parent-child relationships and their impact on personality development.
- Explain Erikson's stage of trust and autonomy and its relevance to infant development.

Pre-School Child (2-5 years)

- Analyze the development of social behavior in childhood and evaluate the impact of psycho-sexual development on behavior and personality, based on developmental theories.
- Discuss cognitive development in early childhood, focusing on Piaget's pre-operational thought stage.
- Describe Piaget's pre-operational stage and its impact on children's thinking and reasoning.
- Identify key milestones in language development during early childhood.
- Explain the significance of play in cognitive and social development.
- Describe Erikson's initiative vs. guilt stage and its impact on personality development.
- Evaluate the role of peers in shaping personality development during early childhood.
- Examine Freud's stage of psychosexual development and its influence on personality formation.

School Child (5-12 years)

- Describe the cognitive and personality development of a school-age child.
- Discuss interpersonal relationships with individuals other than primary caregivers, including peers and teachers.
- Explain the key cognitive milestones during school-age years.
- Analyze personality development during the school-age period, focusing on self-concept and moral reasoning.
- Discuss the importance of relationships with significant others and peers in shaping development.
- Identify and describe various types of parenting styles and their influence on child development.
- Review Freud's stage of psychosexual development and its relevance to personality development in school-age children.

Adolescence

- Outline the major areas of personality and social development during adolescence.
- Discuss how physical maturity influences adolescent development.
- Explore the impact of sexual maturity on adolescence, including identity and relationships.
- Explain Erikson's identity vs. role confusion stage and its significance in adolescent development.
- Assess the role of relationships with parents and peers in adolescent development.
- Discuss common challenges and issues faced during adolescence, including identity formation and peer pressure.
- Describe Piaget's formal operational stage and its relevance to adolescent cognitive development.

Adulthood

- Describe the major milestones in personality and social development during adulthood.
- Discuss the key developmental changes in early and middle adulthood.
- Analyze interpersonal relationships in work and family settings and their impact on adult development.
- Explain Erikson's intimacy vs. isolation stage and its relevance to adult development.
- Discuss the concept of mid-life crises and factors influencing life satisfaction in adulthood.

Old Age

- Describe the physical and psychological stages of aging.
- Identify key physical changes that occur during old age.
- Explain Erikson's stages of generativity vs. self-absorption and integrity vs. self-despair in late adulthood.
- Evaluate factors influencing quality of life in old age, including health and social support.
- Discuss emotional and social changes that occur in old age, focusing on relationships, coping strategies, and mental health.

Unit III: Emotions, Memory, Learning, Intelligence, and Motivation

Emotions

- Define emotion and understand its significance in human behavior.
- Describe the relationship between arousal and emotional responses.
- Identify the physiological changes that occur during emotional experiences.
- Discuss how arousal influences the intensity and experience of emotions.
- Explain how emotions are expressed verbally and non-verbally.
- Identify common physical and behavioral reactions to emotional states.
- Discuss aggression as an emotional reaction and its potential causes.
- Investigate how different cultures express and interpret emotions.

Memory

- Explain the concept of memory and its significance in daily functioning.
- Distinguish between short-term, long-term, and sensory memory.
- Describe the processes involved in forgetting from long-term memory.
- Discuss the processes of encoding, storage, and retrieval in memory formation.
- Analyze factors that affect memory retention and the accuracy of retrieval.

Learning

- Explain the concept of learning and its importance in human development and behavior.
- Describe the principles of classical conditioning and its impact on behavior.
- Discuss operant conditioning and its applications in everyday life.
- Identify how classical and operant conditioning can be applied in daily situations.
- Explore how learning theories, including conditioning, are applied in classroom settings.
- Describe behavior modification techniques used to change maladaptive behaviors.
- Investigate how conditioning principles are used in advertising and marketing to influence consumer behavior.

Intelligence

- Define the concept of intelligence and explore various perspectives on intelligence (e.g., general intelligence, multiple intelligences).
- Provide an overview of intelligence testing methods and how intelligence is measured.
- Identify the key characteristics of intelligence tests and measurement scales.
- Discuss IQ tests, standardized tests, and alternative measures of intelligence.
- Analyze critiques of intelligence testing, focusing on cultural biases and limitations of traditional measures.

Motivation

- Define the concept of motivation and its role in influencing human behavior.
- Describe key motivation theories (e.g., Maslow's hierarchy of needs, Herzberg's two-factor theory).
- Discuss how motivation principles can be applied in personal and professional settings.
- Understand the process of goal setting and strategies for achieving goals.

- Explore the impact of motivation on employee behavior and organizational outcomes.
- Identify strategies to overcome motivational obstacles and cope with failure.

Recommended Readings:

1. Textbook of Mental Health Nursing Ravinder, Kaur Mental Health Nursing
2. Psychiatric Nursing Textbook Santosh Malik Psychology
3. Psychiatric Mental Health Nursing by Sheila L. Videbeck
4. Psychology for Nurses and caring professionals by Jan Walker

Year 3 Semester – V

Course Code	BSN 651
Course Title	Pediatrics Health Nursing
Credit Hours	7 (3+3+1)

1. Course Description:

This course focuses on developing the knowledge, skills, and attitudes necessary for the care of children in primary, secondary, and tertiary healthcare settings. Learners will apply concepts related to growth and development, as well as deviations from these processes, in various aspects of children's health. Emphasis will be placed on common health issues prevalent in Pakistan and other South Asian countries.

2. Course Learning Outcomes:

By the end of this course, students are expected to,

1. Explain principles of growth and development and its deviation in all aspects of nursing care.
2. Identify common health issues of the children in Pakistan.
3. Explain common medical and surgical diseases of children.
4. Evaluate the impact of hospitalization on the child and family.
5. Discuss the role of the family in the care of sick children in the Pakistani Context.
6. Integrate Pathophysiological and pharmacological knowledge into the care of sick children.
7. Integrate research-based information in the care of 'child and family'.
8. Demonstrate culturally sensitive and safe care to pediatric patients in hospital settings.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), Problem based learning, Case studies, Simulation Learning, Role play mall group discussion, group presentations, Clinical Concept Mapping, Demonstration and Return-demonstration, literature review, self-study.

4. Assessment Criteria:

Sessional	10 %
Midterm	25%
Clinical Assignment	20 %
End Semester Exam	40%
Total	100%
Clinical Grade	Pass/Fail

5. Course Content:

Unit I: Perspective of Pediatric nursing.

- Describe the role and responsibilities of the pediatric nurse in healthcare settings.
- Explain the key principles of the Convention on the Rights of the Child and their application in pediatric nursing.
- Identify and analyze common ethical issues encountered in pediatric settings, particularly in the context of Pakistan.

Unit II: Growth and development in children and Nursing Aspects for dealing with deviations

- Describe growth and development in children across different age groups.
- Identify growth and development patterns in South Asian countries, with a focus on the influence of Pakistani culture on child development.
- Factors Influencing Development: Analyze the factors influencing the physical and emotional development of children.
- Evaluate developmental milestones in children and their significance in growth assessments.
- Develop nursing care strategies for addressing deviations in growth and development patterns in children.

Unit III: Pharmacological Care aspects while dealing with Pediatric Patients

- Determine pediatric drug dosages based on age, weight, and clinical condition, ensuring safe and effective administration.
- Apply common pediatric drug dilution practices, ensuring the correct concentration for safe use.
- Identify and manage common pediatric drug therapy concerns, including potential complications, side effects, and drug interactions, to minimize risks.
- Provide care for pediatric patients receiving chemotherapy, antimicrobial therapy, or long-term insulin therapy, including monitoring for side effects.
- Implement pharmacological and non-pharmacological approaches to manage pain in pediatric patients, considering developmental and emotional needs.

Unit IV: Communication/Therapeutic Play while caring for children with various disease process

- Apply communication guidelines with children and families to build trust.
- Explain play's role in children's growth and development, especially during illness.

- Describe play's functions for hospitalized children and its role in nursing care and emotional support.
- Distinguish therapeutic play from play therapy and its significance in pediatric nursing in Pakistan.

Unit V: Health promotion of the new born and family from Global and Pakistani Perspectives

- Describe nursing care approaches for addressing common neonatal problems in Pakistan.
- Define concepts related to Small for Gestational Age (SGA), Low for Gestational Age (LGA), Appropriate for Gestational Age (AGA), and low birth weight infants.
- Assess the health and development of newborns through comprehensive evaluations.
- Evaluate gestational age and its implications for newborn care.
- Conduct a head-to-toe assessment of the newborn, identifying potential health concerns.

Unit VI: Nursing Care Aspects for High-Risk newborn

- Analyze common newborn problems in Pakistan and their management strategies.
- Identify and manage birth injuries and other related injuries in newborns.
- Explain respiratory distress syndrome and the role of surfactant therapy in its management.
- Describe transient tachypnea of the newborn and its care.
- Discuss Persistent Pulmonary Hypertension of the Newborn (PPHN) and its management.
- Recognize and manage intraventricular hemorrhage in newborns.
- Assess and manage hyperbilirubinemia in newborns.
- Provide nursing interventions for newborns with G6PD deficiency.
- Manage birth asphyxia and provide appropriate nursing interventions.
- Identify and care for newborns with septicemia, including nursing interventions.
- Monitor and manage hypoglycemia, especially in infants of diabetic mothers.
- Recognize and manage hypocalcemia in newborns.
- Assess and manage inborn errors of metabolism in newborns.
- Provide nursing care, including pharmacological and non-pharmacological interventions, for high-risk newborns with the above conditions.

Unit VII: Care of child & family during hospitalization

- Assess the impact of hospitalization on the child and family and select appropriate nursing care approaches.
- Identify stressors and reactions related to the child's developmental stage during hospitalization.
- Evaluate stressors and reactions of the family of a hospitalized child.

- Implement the nursing care process for the child and family during hospitalization.
- Administer medications safely to children in a clinical setting.
- Apply pharmacological and non-pharmacological pain management strategies for hospitalized children.

Unit VIII: Common Health problems in Pakistani children and their nursing management:

- Discuss nursing care approaches for managing nutritional problems and communicable diseases in different age groups commonly found in Pakistan.
- Identify and manage nutritional disturbances in infants, including protein-energy malnutrition and feeding difficulties.
- Assess and provide care for infants with failure to thrive or sudden infant death syndrome (SIDS).
- Manage teething problems in infants and young children.
- Provide nursing care for children with Post-Polio Syndrome and chronic inflammatory demyelinating polyneuropathy.
- Evaluate the role of NGOs and government organizations in Pakistan in rehabilitating children with various dysfunctions.

Unit IX: Congenital defects of heart and Cardio-vascular dysfunction

- Explain fetal circulation and its role in heart development.
- Identify common congenital malformations of the heart and their implications.
- Discuss pharmacological treatment modalities, including indomethacin and prostaglandin therapy, for congenital heart defects.
- Describe the pathophysiology and nursing management of rheumatic heart disease.

Unit X: G.I dysfunctions in Children

- Describe common GI dysfunctions in early childhood and identify appropriate nursing care, pharmacological, medical, and surgical treatments used in Pakistan.
- Identify and manage ingestion problems and structural defects of the GI tract, such as cleft palate, cleft lip, tongue tie, and tracheoesophageal fistula.
- Describe the nursing management and treatment modalities for pyloric stenosis, biliary atresia, liver abscess, and intestinal obstruction.
- Explain the care and management of hernia, Hirschsprung's disease, intussusception, and volvulus.
- Assess and manage infections and conditions like amebiasis and necrotizing enterocolitis (NEC) in neonates and young children.

Unit XI: Genito-urinary dysfunctions in Children

- Describe common Genito-urinary dysfunctions in early childhood, and identify the nursing care, pharmacological, medical, and surgical treatments commonly used in Pakistan.
- Identify and manage upper and lower urinary tract infections (UTIs) in children.
- Explain the nursing care and treatment modalities for nephrotic syndrome in children.
- Describe the management of congenital renal atrophy in pediatric patients.
- Discuss the nursing interventions and treatment for Bartter syndrome in children.

Unit XII: Fluid and Electrolyte imbalance in Children with various dysfunctions

- Apply nursing interventions for fluid and electrolyte balance in children with gastrointestinal (GI) dysfunctions.
- Provide nursing interventions for fluid and electrolyte balance in children with gastrointestinal (GI) dysfunctions.
- Address nursing care for fluid and electrolyte imbalance in children with Genito-urinary (GU) conditions.

Unit XIII: Respiratory dysfunction in Children

- Describe various respiratory dysfunctions in early childhood, and identify the nursing care, pharmacological, medical, and surgical treatments commonly used in Pakistan.
- Identify and manage upper and lower respiratory tract infections in pediatric patients.
- Describe the nursing care for pharyngitis, tonsillitis, otitis media, and bronchitis in children.
- Provide care for pediatric patients with pneumonia, asthma, and croup syndrome.
- Manage the care of children with cystic fibrosis and reactive airway diseases (RAD).
- Care for pediatric patients on mechanical ventilators, focusing on respiratory support and monitoring.

Unit XIV: Musculo-skeletal dysfunctions in Children

- Describe various Musculo-skeletal dysfunctions in early childhood, and identify the nursing care, pharmacological, medical, and surgical treatments commonly used in Pakistan.
- Identify and manage kyphosis, lordosis, and scoliosis in pediatric patients.
- Describe the types of common fractures in children and their nursing management.
- Evaluate and manage congenital hip dislocation in children.

- Provide nursing care for children with rheumatoid arthritis.

Unit XV: Neuro-muscular dysfunctions in Children

- Assess neuro-muscular dysfunctions in early childhood, and identify appropriate nursing, pharmacological, medical, surgical, and rehabilitative care approaches commonly used in Pakistan.
- Describe the management of cerebral palsy in pediatric patients, focusing on interdisciplinary care.
- Explain nursing interventions and treatment options for children with muscular dystrophy.
- Provide care for pediatric patients with Guillain–Barré Syndrome, addressing acute and recovery phases.
- Manage nursing care for children with spina bifida and meningomyelocele, including surgical and rehabilitative aspects.

Unit XVI: Cognitive/Sensory dysfunctions and Rehabilitation

- Examine cognitive and sensory dysfunctions in early childhood, and identify nursing, pharmacological, medical, surgical, and rehabilitative care modalities commonly used in Pakistan.
- Describe the nursing management and care strategies for children with hearing and visual impairments.
- Provide care for children with mental retardation, focusing on developmental support and rehabilitation.
- Explain the nursing care approaches for children with Down's syndrome, including family support and early intervention.

Unit XVII: Cerebral dysfunction in children

- Examine cognitive and sensory dysfunctions in early childhood, and identify nursing, pharmacological, medical, surgical, and rehabilitative care modalities commonly used in Pakistan.
- Describe the nursing management and care strategies for children with hearing and visual impairments.
- Provide care for children with mental retardation, focusing on developmental support and rehabilitation.
- Explain the nursing care approaches for children with Down's syndrome, including family support and early intervention.

Unit XVIII: Pediatric Oncology

- Analyze pediatric oncology cases, and identify nursing, pharmacological, medical, surgical, and rehabilitative care modalities commonly used in Pakistan.
- Explain the prognosis of leukemia in children in Pakistan based on current treatment modalities.
- Describe nursing care and management strategies for pediatric patients with Hodgkin disease and non-Hodgkin lymphoma.

- Demonstrate proper Port-A-Cath care techniques for pediatric patients undergoing treatment.
- Apply palliative care approaches sensitive to Pakistani cultural values, including nursing care for children receiving chemotherapy through various routes and addressing death and dying situations.

Unit XIX: Hematological dysfunctions in Children

- Analyze hematological dysfunctions in early childhood, and identify appropriate nursing, pharmacological, medical, surgical, and rehabilitative care modalities commonly used in Pakistan.
- Describe the nursing care for children with RBC disorders, including anemia, thalassemia, sickle cell anemia, and aplastic anemia.
- Explain the management of platelet disorders such as hemophilia, disseminated intravascular coagulation, and thrombocytopenia.
- Demonstrate safe and effective care for pediatric patients receiving blood transfusions and blood products, incorporating pharmacological and non-pharmacological approaches.

Unit XX: Endocrine dysfunctions in Pediatric Patients

- Analyze endocrine dysfunctions in early childhood, identifying appropriate nursing, pharmacological, medical, surgical, and rehabilitative care approaches commonly used in Pakistan.
- Explain the nursing care and management of children with insulin-dependent diabetes mellitus (IDDM) and diabetes insipidus.
- Describe the clinical manifestations and nursing interventions for Cushing syndrome, hyperthyroidism, and hypothyroidism in pediatric patients.
- Discuss the care strategies for children with hypopituitarism and hyperpituitarism, focusing on growth and hormonal regulation.

Clinical Objectives:

1. Provide nursing care to children with various medical and surgical disorders.
2. Provide counseling and education to parents.
3. Provide pre- and post-operative care to children with common pediatric surgical conditions.
4. Perform assessment of children- developmental and anthropometric.
5. Perform immunization.
6. Provide nursing care to critically ill children

Clinical Graded Assignment Guidelines

Objectives:

The assignment will assist nursing learners:

- To identify and utilize the normal growth and development (G/D) pattern in children
- To identify the deviations and integrate the concept of G/D of a child during hospitalization

- Get hands on experience of different learning process while taking of a child in the hospital.

Part I:	Selection of client, assessment and implementation of project	Total Marks 40
1.	Select a child of 5 years age (school age group) that you cared and discuss the case with the clinical faculty. 1.1 Collect detailed Pediatric history • Presenting complaint/s/ present illness • Past history (prenatal, birth, and postnatal history) • Developmental and nutritional data • Current medication. 2. Assessment of growth and development with focus on: • Milestone according to age • The deviation in the G &D pattern. if any OR how the disease has an impact on a child’s health? • Family’s concern related to health (Document all assessment)	05 Marks
3.	Planning of the interventions • Document the Nursing Problem list and prioritize two problems with significant findings (should emphasize on actual problem and justify) • Plan different activities and make different therapeutic play/games relevant to the child and family.	12 Marks
	• Use “CIM” format and incorporate “FHP”(appendix 1) • Utilize one current article to support your interventions) • Incorporate all feedback given by the faculty	13 Marks
4.	Implementations and evaluate the plan • Utilize and demonstrate your planned activities on the selected child to the faculty	10 Marks
Part II	Developing A Portfolio	15 Marks
	Enclose all following prepared material in a folder with dividers □□□□ All documents of assignments which are marked on timely basis by the faculty and needs to show evidence of incorporated feedback on the following. • Functional Health Patter • Assessment Tool to of Growth and development • Critical integrated Map ▪ Write a reflection of your project and share that how the learning took place ▪ Highlight that how this project will help you in future ▪ Format of the portfolio	3 Marks
		5 Marks
		2 Marks
		2 Marks
		3 Marks

Recommended Reading:

1. Ansari, I. M. (2006). Community Medicine and Public Health (6th ed.) Karachi:
2. Khalid, F. (2003) Family planning and islam. A Review, article from Hamdard Islamicus, 17 (3).
3. Brouwere, V. D., Tonglet, R., & Lerberghe, W. V. (October 1998). Strategies for reducing maternal mortality in developing countries: What can we learn from the history of the industrialized west? Tropical Medicine and International Health, 3 (10), 771-782
4. Evan, R. L; & Reiser, D. J. (2004). Role transitions for new clinical leaders in perinatal practice. Jognn clinical issues, 3(33), 355-360
5. Fikree, F. F. (2004). Reproductive health in Pakistan: Evidence and future directions., 11 (52), 1-6
6. Gerein, N., Mayhew, S., and Lubben, M. (Feb 2003). A framework or a new approach to antenatal care. Journal of Gynecological and Obstetrics., 80 (2), 175-182
7. J., Fortney. (2005). Antenatal risk screening and scoring: A new look. International Journal of Gynecology and Obstetrics, 50 (Suppl 2), S53–S58
8. K, Park. (2004). Textbook of preventive and social medicine (24th ed). Jabalpur India.: Banarsidas Bhanot.
9. Mac, M. N. J; Dulski, L. A; & Meagher, B. (2005). Red alert perinatal hemorrhage. The American journal of maternal / child health nursing, 30(1), 46-51. Lippincott.
10. Matthews, R; & Callister, L. C. (2004). Childbearing women's perceptions of nursing care that promote dignity. Jognn clinical issues, 4 (33), 498-507

Course Code BSN 652

Course Title **Maternal, Neonatal and Child Health Nursing**

Credit Hours 3 (2+1+0)

1. Course Description:

This course equips nursing students with essential skills to provide care to mothers, neonates, and children in various healthcare settings. It covers pregnancy, childbirth, postnatal care, child growth, common pediatric illnesses, and immunization. Emphasizing evidence-based practices, students will develop competencies in assessment, care planning, and health promotion, with a focus on maternal and child health education and support. Practical clinical training ensures readiness for real-world healthcare environments.

2. Course Learning Outcomes:

By the end of this course, students are expected to,

1. Develop understanding of maternal, neonatal and child health issues in different healthcare settings.
2. Utilize nursing processes in the care of mother, neonate, and child health.

3. Develop clinical reasoning skills that reflect sound nursing judgment in the provision of safe nursing care for women and children.
4. Demonstrate clinically competent nursing care to achieve optimal patient outcomes for women, neonates, and children.
5. Apply legal and ethical standards in practice of maternal, neonatal and child health nursing in Pakistan.
6. Integrate research for evidence-based maternal, neonatal and child health.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), Problem based learning / Case studies, Simulation Learning / Role play, Tutorial / small group discussion, Nursing Care Plans / Clinical Concept Mapping

4. Assessment Criteria:

Quiz	5%
Sessional	10 %
Midterm	25%
Portfolio	5%
Viva /Practical	15%
End Semester Exam	40%
Total	100%
Clinical Grade	Pass/Fail

5. Course Content:

Unit 1: Introduction to reproductive health

- Explain the role of nurses in promoting and maintaining reproductive health.
- Analyze the relationship between reproductive health, poverty, quality of care, and access to health services.
- Discuss the importance of gender equity, basic health services, and emotional and psychological support in reproductive health care.

Unit 2: Immunization

- Explain the Expanded Program for Immunization (EPI) and its significance in maternal and child health.
- Review different types of immunity and their role in preventing diseases.
- Identify vaccine-preventable diseases and their impact on child health.
- Describe the types of vaccines used in immunization programs.
- Demonstrate the preparation and safe administration of vaccines.
- Outline the vaccination schedule and its importance in disease prevention.
- Recognize contraindications and potential side effects of vaccines.
- Prepare for an immunization session, ensuring proper protocols and safety measures.
- Discuss the proper storage and handling of vaccines, ensuring efficacy.

- Examine the nurse's role in maintaining the cold chain for vaccine storage.
- Promote community motivation for immunization and encourage participation.
- Provide health education on immunization programs and post-vaccination care.

Unit 3: Family Centered Care

- Define family, its structure, and types, recognizing the diversity in family dynamics.
- Identify the key functions of family in relation to health and well-being.
- Apply the Family Health Nursing Process, including assessment, nursing diagnosis, goal setting, implementation, and evaluation.
- Recognize the family as a unit of care, understanding its role in health promotion and disease management.
- Provide nursing care to the family as a client, addressing the needs of all members.
- Analyze communication patterns within families and their impact on care delivery.
- Implement a developmental approach to family care, considering the lifecycle and evolving needs of family members.
- Evaluate the influence of family values and beliefs on health practices and care decisions.
- Assess family roles, power dynamics, and coping strategies, understanding their effects on family functioning and health outcomes.
- Facilitate the decision-making process within families, promoting shared decision-making and respect for family autonomy.

Unit 4: Safe motherhood

- **Pre conception and Conception care**
 - Explain pre-conception and conception care, emphasizing the importance of early maternal health and preparation.
 - Assess antenatal care components, including history-taking, physical examination, and scheduling of antenatal visits.
 - Identify maternal immunization requirements and baseline investigations during pregnancy.
 - Evaluate diagnostic tests used during pregnancy and their role in maternal and fetal health.
 - Assess the physiological changes during pregnancy and their impact on maternal health.
 - Identify and manage minor disorders during pregnancy, such as pregnancy-induced anemia.
 - Implement strategies for the prevention of infections during pregnancy.
 - Recognize high-risk pregnancies and mothers, including conditions such as pregnancy-induced hypertension, pre-eclampsia, eclampsia,

gestational diabetes, placenta previa, placenta accreta, placenta abruption, and multiple gestations.

- Provide appropriate care for high-risk mothers, ensuring safe management and timely intervention.
- Describe natal care practices and their significance in ensuring safe childbirth for both mother and infant.

- **Natal care**

- Describe the stages of labor and the nursing care required at each stage to support maternal and fetal well-being.
- Explain the importance of breastfeeding and its benefits for both mother and infant.
- Identify the role of the healthcare team in the community, emphasizing collaboration for maternal and child health.
- Discuss the role of traditional birth attendants (TBAs) in the community and their involvement in maternal care.
- Develop strategies for establishing effective contact with pregnant women to promote prenatal care and support.
- Assess the home environment for delivery, ensuring a safe and hygienic setting for childbirth.
- Prepare for home delivery, including the necessary equipment, supplies, and protocols for a safe birth.
- Identify the components of a TBA delivery kit, ensuring readiness for assisted delivery in community settings.
- Provide nursing care during home delivery, addressing maternal and neonatal needs, and ensuring a safe birth outcome.

- **Postnatal Care**

- Provide comprehensive post-natal care to mothers, addressing physical, emotional, and psychological needs.
- Identify and manage post-natal complications, including hemorrhage, infections, and other common postpartum conditions.
- Explain post-natal contraception options, emphasizing safe family planning methods and timing of resumption of fertility.
- Promote the importance of diet and exercise for post-natal recovery, with a focus on maternal well-being and health.
- Deliver health education to post-natal mothers on immediate and long-term care needs for both mother and infant.
- Assess and manage high-risk mothers, ensuring appropriate interventions and monitoring during the postpartum period.
- Recognize signs and manage post-partum hemorrhage, ensuring timely intervention to prevent maternal morbidity.
- Identify and manage post-partum infections, emphasizing early detection and appropriate treatment strategies.

Unit 5: Family Planning

- Define family planning and its importance in promoting reproductive health and controlling population growth.
- Identify the constraints of family planning in Pakistan, including cultural, social, and economic barriers.
- Analyze the consequences of rapid population growth in Pakistan, including its impact on healthcare, economy, and social development.
- Explain various methods of family planning, including hormonal, barrier, permanent, and natural methods.
- Describe the actions, benefits, and side effects of different family planning methods, helping individuals make informed choices based on health needs and preferences.

Unit 6: Maternal, Neonatal, and Child Health Issues

- Epidemiology of maternal, neonatal, and child morbidity and mortality in Pakistan.
- Social, cultural, and economic determinants of health in these populations.
- Impact of healthcare disparities and access to care.
- Current national and international health policies and initiatives.
- Specific challenges in different healthcare settings (urban, rural, remote, military).
- Discussion of emerging trends and global health issues (e.g., climate change, pandemics)

Unit 7: Nursing Process in Maternal, Neonatal, and Child Health Care

- Advanced assessment techniques for women, neonates, and children.
- Developing comprehensive nursing diagnoses.
- Planning and implementing evidence-based nursing interventions.
- Evaluating patient outcomes and modifying care plans.
- Applying critical thinking and decision-making in complex scenario based situations.

Unit 8: Legal and Ethical Standards in Maternal and Child Nursing

- Legal frameworks and regulations related to maternal, neonatal, and child health in Pakistan
- Ethical principles and dilemmas related to maternal and child health care.
- Informed consent, confidentiality, and patient rights.
- Professional accountability and responsibility.
- Cultural and religious considerations in ethical decision-making.

Unit 9 Evidence based Practices in Maternal, neonatal and Child Health Nursing

- Introduction to basic research concepts and evidence-informed practice.
- Understanding the importance of using evidence in nursing care.
- Introduction to basic research resources and databases.
- Application of basic evidence-informed concepts to care scenarios.

Unit 10: Clinical Reasoning in Maternal, neonatal and Child Health Nursing.

- Recognizing common signs and symptoms in common problems/issues of maternal, neonates, and children.
- Applying basic decision-making by scenario based discussions to maternal, neonatal and child health problems.

Clinical objectives

1. Provide counseling and teaching for 'mother and family' for parenthood and welfare services.
2. Perform assessment and management of various gynecological problems.

3. Demonstrate skill in providing nursing care in the normal pregnancy labor and puerperium.
4. Provide care for high-risk pregnancy cases.
5. Provide care for women with abnormal vaginal delivery.
6. Provide nursing care to antenatal, postnatal mother and baby.

Recommended Reading:

1. Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family Volume:
2. Author(s): R. N. Pillitteri, Adele, Ph. D.
3. Essentials of Maternity, Newborn and Women's Health Nursing Susan Scott Ricci
4. Myles Textbook for Midwives (16th Edition) Jayne Marshal Maureen Ryhor (Original)
5. Fundamentals of Obstetrics by Chohan (Original)
6. Obstetrics by Ten Teachers 20th Ed. By Kenney (Original)
7. Wong's Nursing Care of Infant & Children, Hockenberry Wilson

Course Code	BSN:653
Course Title	Epidemiology
Credit Hours	2 (2+0+0)

1. Course Description:

This course is designed to equip learners with the knowledge and skills necessary to apply epidemiological concepts in assessing contributing factors, diagnosing health problems, planning interventions, and evaluating outcomes within the community. Additionally, learners will gain the ability to analyze the impact of population demographics, as well as social and health status, on public health in Pakistan. The course will also enable learners to correlate epidemiological research findings with community health nursing practice.

2. Course Learning Outcomes:

By the end of this course, students are expected to,

1. Discuss the general use of epidemiology.
2. Differentiate between the different epidemiological methods.
3. Describe the steps of an epidemiological investigation.
4. Interpret the relevance of epidemiological research findings to community health nursing practice.
5. Discuss the impact of population growth on the socioeconomic and health status in Pakistan.

3. Teaching/Learning Strategies:

Lectures, Discussion (Interactive Strategies), Case studies, Tutorial / small group discussion, Brain Storming.

4. Assessment Criteria:

Quiz	5%
Sessional	10 %
Midterm	25%
Assignment /Group Presentation	20 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Introduction of Epidemiology

- Define basic epidemiological concepts such as incidence, prevalence, morbidity, and mortality.
- Discuss the uses of epidemiology in disease prevention, health promotion, and policy formulation.
- Explain the scope of epidemiology in analyzing health patterns and guiding public health interventions.

Unit: II: Concept of Health & Disease

- Define health and its indicators, emphasizing physical, mental, and social well-being.
- Explain the concept of disease, including its types and causes.
- Discuss the concept of causation in disease, focusing on factors like genetic, environmental, and lifestyle influences.
- Describe well-being as a holistic approach to health, including emotional and social dimensions.
- Identify the determinants of disease in individuals and communities, such as socioeconomic factors, environment, and access to healthcare.

Unit III: Epidemiological Models

- Explain the natural history of disease, focusing on its progression through stages.
- Illustrate the web of causation and its application in understanding disease etiology.
- Discuss the epidemiological triad (host, agent, environment) in relation to disease prevention.
- Identify the use of epidemiological approaches in community settings to inform health strategies and interventions.

Unit IV: Concept of Prevention

- Discuss the levels of prevention (primary, secondary, and tertiary) and their application in health promotion.
- Explain the primary, secondary, and tertiary levels of prevention in relation to specific health conditions.
- Understand the concepts of mortality and morbidity and their significance in public health.
- Discuss the use of rate, ratio, incidence, and prevalence in epidemiological studies.
- Identify maternal and infant health rates within a specific community for informed health interventions.

Unit VI: Epidemiological transitions in disease patterns

- Explain epidemiological and demographic transitions and their impact on health and disease patterns.
- Population Changes: Interpret population pyramids to analyze age and sex distribution.
- Factors Affecting Population Change: Define dependency and sex ratios and their effects on healthcare systems.
- Life Expectancy and Age/Sex Distribution: Assess the impact of life expectancy changes on age and sex distribution.
- Causes of Death: Identify shifts in major causes of death from infectious to chronic diseases.

Unit VII: Epidemiological Methods

- Define and explain the concepts of time, place, and person in describing disease patterns.
- Describe the basic concepts of cross-sectional studies and retrospective studies and their applications in epidemiology.
- Intervention/Experimental Study:
- Understand the purpose and design of intervention/experimental studies, including randomized controlled trials (RCTs), in evaluating public health interventions.

Unit VIII: Surveillance and Notification of Communicable

- Define surveillance in the context of public health and communicable diseases.
- Discuss the principles of surveillance and the notification process for communicable diseases
- Describe various methods used for the surveillance and notification of communicable diseases.
- Identify the nurse's role in the surveillance, reporting, and control of communicable diseases.
- Discuss key health indicators used to assess the status and trends of communicable diseases.
- Define health indicators and their significance in public health assessment.
 - Discuss health indicators including
 - Crude Birth Rate
 - Crude Death Rate
 - Infant Mortality Rate
 - Morbidity Rate
 - Perinatal Mortality Rate
 - Neonatal Mortality Rate
 - Maternal Mortality Rate
 - Incidence Rate
 - Prevalence Rate
 - Life Expectancy
 - General Fertility Rate.

Unit X: Screening

- Define the concept of screening in public health and healthcare.
- Discuss the importance of Screening:
- Discuss the significance of screening in early detection, prevention, and improving health outcomes.
- Explain the Types of screening.

Unit XI: Data management and presentation

- Define the term "data" and its role in healthcare research and decision-making.
- Discuss the different types of data (qualitative and quantitative) and various methods of data collection (surveys, interviews, observations, etc.).
- Explain the different means and interpretation of data presentation through:
 - Graphs
 - Tables
 - Charts

Note: Group presentation will be in pairs or trio would be presented by students in every class for 20 minutes with 10 minutes' discussion

Recommended Reading:

1. Epidemiology R Bonita
2. Epidemiology (3rd Edition), Moyses Szkio & F. Javier Niero
3. Gordis Epidemiology

Course Code	BSN 654
Course Title	Infectious Diseases
Credit Hours	2 (2+0+0)

1. Course Description:

This course provides nursing students with essential knowledge and skills to assess, manage, and prevent infectious diseases prevalent in Pakistan. Focusing on the pathophysiology, transmission, and clinical management of infections, the course emphasizes the use of the nursing process in both hospital and community settings. Students will learn key concepts, including the epidemiological triad, chain of infection, and preventive strategies, to effectively control and treat infectious diseases. The course prepares students to apply evidence-based practices in the prevention and management of infections, promoting public health and patient safety.

2. Course Learning Outcomes:

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

1. Discuss epidemiological data of tropical and communicable diseases prevalent in Pakistan incorporating relevant research finding.
2. Discuss the diagnostic procedures, pathophysiology and treatment of patients with Tropical and Communicable Diseases
3. Discuss Epidemiological triad, chain of infection and web of causation in relation to tropical and Communicable Disease

4. Utilize Functional Health Patterns and nursing process in delivering the care for patients in hospital/community setting with Tropical and Communicable Diseases prevalent in Pakistan.
5. Demonstrate awareness of legal rights and ethical issues while caring for patients with Tropical and Communicable Diseases.
6. Identify and apply the preventive measures including isolation techniques while caring for the patients in hospital/community setting

3. Teaching/Learning Strategies:

Lecture/discussion/, group presentations/small group discussion, role play, case studies, making low-cost teaching aids and interview-based report writing and field visit.

4. Assessment Criteria:

Quiz	5%
Sessional/Interview based report writing	10 %
Midterm	25%
Assignment : Low-cost teaching Aids	20 %
Project	
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Introduction to Tropical and Communicable Diseases and Role of a Nurse and Disorders Spread by Droplet Infections

- Identify diseases spread by droplet infection, focusing on their clinical features, prevention, control measures, immunization, and isolation techniques.
- **Tuberculosis**
 - Understand the causes and risk factors of tuberculosis (TB) and describe its pathophysiology.
 - Recognize the clinical manifestations of tuberculosis and their implications for diagnosis and treatment.
 - Discuss the management strategies for tuberculosis, including pharmacological and non-pharmacological approaches.
 - Explain the nurse's role in preventing and controlling tuberculosis in both hospital and community settings, including education and patient monitoring.
- **Diphtheria, Pertussis, Measles, Mumps**
 - Understand the epidemiological triad of Diphtheria, Pertussis, Measles, and Mumps, including their incubation period, reservoirs, and sources of infection.
 - Recognize the clinical manifestations of Diphtheria, Pertussis, Measles, and Mumps, and discuss their management strategies.

- Identify the complications associated with Diphtheria, Pertussis, Measles, and Mumps, and their potential impact on public health.
- Explain the role of a Community Health Nurse (CHN) in the prevention and control of Diphtheria, Pertussis, Measles, and Mumps, including education, vaccination, and surveillance.
- **Varicella, Chickenpox, Herpes Zoster, Herpes Simplex, and Rubella**
 - Understand the epidemiological triad of Chickenpox, Herpes Zoster, Herpes Simplex, and Rubella, including their incubation periods, reservoirs, and sources of infection.
 - Recognize the signs and symptoms of Chickenpox, Herpes Zoster, Herpes Simplex, and Rubella.
 - Discuss the implications of Rubella infection during pregnancy, including risks to the fetus.
 - Explain the importance of Rubella vaccination before pregnancy to prevent congenital rubella syndrome.
 - Discuss medical management strategies for Varicella, Herpes Zoster, Herpes Simplex, and Rubella, and outline nursing care interventions, including essential nursing diagnoses.
 - Identify complications that can arise from Varicella (Chickenpox and Herpes Zoster) and Rubella infections.
 - Develop strategies for the prevention and control of Varicella and Rubella, emphasizing vaccination and public health measures.
- **Leprosy**
 - Understand the epidemiological triad of leprosy, including its causative agent, transmission, and risk factors.
 - Recognize the signs and symptoms of leprosy, including early and advanced stages of the disease.
 - Provide appropriate nursing care for leprosy patients, including essential nursing diagnoses and interventions.
 - Identify potential complications associated with leprosy, such as nerve damage and deformities.
 - Discuss strategies for the prevention and control of leprosy, focusing on early detection, treatment, and public health measures.
- **Anthrax, SARS and Viral Hemorrhagic Fever, and Tetanus**
 - Explain the epidemiological triad of leprosy, including the causative agent (*Mycobacterium leprae*), modes of transmission (droplet contact, prolonged exposure), and associated risk factors (genetics, compromised immunity).
 - Identify the clinical manifestations of leprosy, distinguishing between early signs (skin lesions, numbness) and advanced symptoms (nerve damage, deformities).
 - Implement nursing care strategies for leprosy patients, addressing essential nursing diagnoses such as impaired skin integrity, chronic pain, and altered sensory perception.
 - Recognize complications of leprosy, including nerve damage, deformities, and secondary infections.

- Outline prevention and control measures for leprosy, emphasizing early diagnosis, multi-drug therapy, patient education, and public health interventions like contact tracing and vaccination.

Unit II: Disorders Spread by Skin Contact and Poor Personal Hygiene

Discuss diseases spread by skin contact and poor personal hygiene with regard to clinical features and diagnostic investigation and the Importance of prevention and control.

- **Scabies, Impetigo Ring Worms, and Trachoma**
 - Describe the clinical features, stages, and complications of scabies, impetigo, ringworms, and trachoma, including the stages of blinding trachoma.
 - Explain the lifecycle of the scabies mite and how it contributes to the development of scabies.
 - Identify the diagnostic procedures used to confirm scabies, impetigo, ringworms, and trachoma, including skin scrapings and laboratory tests.
 - Analyze the management strategies for scabies, impetigo, ringworms, and trachoma, focusing on pharmacological and non-pharmacological interventions.
 - Discuss the role of the Community Health Nurse (CHN) in the prevention, control, and education efforts related to scabies, impetigo, ringworms, and trachoma in community settings.
 - Demonstrate effective nursing care plans for patients with scabies, impetigo, ringworms, and trachoma, ensuring appropriate treatment and follow-up care.

Unit III: Disorders spread by Ingestion of Contaminated Food and Waterborne Diseases

Discuss diseases spread by ingestion of food and water and develop an understanding of epidemiological triad, clinical manifestations, and prevention and control of diseases in community and hospital settings

- **Diarrheal Diseases**
 - Understand the types of diarrheas, including acute and chronic diarrhea, and their underlying causes.
 - Analyze the epidemiological triad in relation to diarrheal diseases, identifying host, agent, and environmental factors.
 - Explain the mechanism of dehydration in diarrhea and the importance of fluid and electrolyte balance in treatment.
 - Recognize the clinical manifestations of diarrhea, including signs of dehydration and complications.
 - Discuss the preventive and control measures for diarrheal diseases, focusing on sanitation, hygiene, and vaccination strategies.
- **Cholera, Dysentery**
 - Differentiate between amebic and bacillary dysentery in terms of causative agents and symptoms.
 - Apply the epidemiological triad to cholera and dysentery.
 - Recognize clinical manifestations of cholera and dysentery.

- Implement management strategies, including rehydration and antibiotics.
- Outline the nurse's role in prevention, focusing on hygiene and education.
- **Food poisoning, Enteric Fever**
 - Analyze the chain of infection in food poisoning and enteric fever, and identify methods to break the chain.
 - Recognize clinical manifestations of food poisoning and enteric fever, and implement appropriate management strategies.
 - Apply the nursing process for patients with enteric fever in both hospital and community settings.
 - Identify potential complications of enteric fever and address them through nursing interventions.
 - Understand the role of community health nurses in preventing and controlling food poisoning and enteric fever through education and preventive measures.
- **Poliomyelitis**
 - Identify and differentiate between the types of poliomyelitis.
 - Recognize the clinical manifestations of poliomyelitis.
 - Implement appropriate management strategies for poliomyelitis.
 - Understand the role of the nurse in the prevention and control of poliomyelitis, including vaccination and community education.
- **Worms Infestation**
 - Describe the epidemiological triad of common helminth infestations, including pinworms, roundworms, hookworms, and tapeworms.
 - Explain the pathological process and complications associated with worm infestations.
 - Discuss the medical management of helminth infestations, including pharmacological treatments.
 - Identify the role of nurses in preventing and controlling helminth infestations through education, hygiene promotion, and public health initiatives.
- **Hepatitis**
 - Differentiate between the types of hepatitis and their transmission modes.
 - Analyze the prevalence and challenges of hepatitis in Pakistan and other developing countries.
 - Outline treatment protocols for various types of hepatitis.
 - Explain the role of a nurse in preventing and controlling hepatitis through education, vaccination, and infection control measures.

Unit IV: Disorders Spread by Insects and Animal Vector

Enable students to discuss vector borne diseases with regards to type of vector, clinical features, diagnosis, strategies to control vector and medical and nursing management of diseases caused by insects and animals' vectors in Pakistan.

- **Rabies**
 - Explain rabies in the context of the agent-host-environment relationship, with emphasis on its epidemiology in Pakistan.

- Describe the pathophysiology of the rabies virus in humans, focusing on disease progression and neurological involvement.
- Demonstrate appropriate first-aid management for dog bites in various scenarios.
- Outline the steps involved in the anti-rabies treatment regimen, including post-exposure prophylaxis.
- Identify effective prevention and control measures for rabies, including vaccination, public health strategies, and education.
- **Malaria and Dengue Fever**
 - Explain the agent-host-environment model for malaria and dengue fever.
 - Summarize the malarial parasite's sexual and asexual life cycles.
 - Identify key symptoms and complications of malaria and dengue fever.
 - Outline anti-malarial treatment protocols.
 - Develop nursing care plans for managing malaria and dengue fever.
 - Propose prevention and control measures for both diseases.
- **Pediculosis and Typhus Fever**
 - Define pediculosis and typhus fever, including their causes and how they are transmitted.
 - Explain the pathophysiology of typhus fever and describe its signs and symptoms (S/S).
 - Identify groups at risk of lice infestation and factors contributing to vulnerability.
 - Describe the life cycle of pediculosis and explain its signs and symptoms in infested individuals.
 - Outline the management of pediculosis and typhus fever, including appropriate treatments and interventions.
 - Discuss the role of nurses in prevention and control of lice infestation and typhus fever, including community health strategies and patient education.

Unit V: Disorders Spread by Sexual Contact

Students will be able to explain the epidemiological significance, clinical features, and diagnostic methods of diseases spread through sexual contact. Additionally, they will discuss the role of Community Health Nurses (CHNs) in the prevention and control of sexually transmitted diseases (STDs).

- **Gonorrhea Syphilis Chlamydia**
 - Identify Gonorrhea, Syphilis, and Chlamydia as common sexually transmitted diseases (STDs).
 - Understand the prevalence of STDs in Pakistan and other developing countries.
 - Analyze research findings related to the prevalence of STDs.
 - Apply WHO guidelines for the management of STDs.
 - Recognize the possible complications associated with STDs.
 - Discuss the role of Community Health Nurses (CHNs) in the prevention and control of STDs.

Unit VI: Interview-Based Report Writing

Clinical Objectives

1. Evaluate epidemiological data on tropical and communicable diseases.
 2. Assess, diagnose, and manage patients with infectious diseases.
 3. Apply epidemiological concepts (triad, chain of infection) in nursing practice.
 4. Utilize the nursing process to care for patients with infectious diseases.
 5. Address legal and ethical considerations in the care of infectious disease patients.
 6. Implement infection control measures in hospital and community settings.
- Making low-cost teaching aids Assessment Criteria Teaching aid is a material, which is not used only to help participants understand better the content of our teachings, but also make the teachings livelier. Teaching aids help in promoting the discussions if prepared and used effectively.
 - Teaching aids are used for any kind of teaching methods, such as puppets for role play and pictures series or flip charts before the beginning of the demonstration. Other type of teaching aids could be Flannel board, Flash card, puzzle games or models etc.
 - Teaching aids might be as expensive as computer, but as your assignment topic is to make the teaching aids that are low cost and can be prepared and used by / in local community. Therefore, you are expected to use following criteria for your assignment. (please check it)

1	Use low-cost local material ((Empty boxes, old clothes, old calendar etc).	10 marks
2	Label your teaching aid. Write objectives and the target population on the label. (e.g you may write “Teaching aid showing causes of malnutrition. Target population: mothers”)	05 marks
3	Teaching aids must reflect on the objectives and target population written on the label	10 marks
4	Teaching aids needs to be simple; attractive, creative and culturally sensitive written language should be in Urdu or according to the local language where you have clinical placement	05 marks
5	Questions needs to be entertained appropriately while displaying the aids	05 marks
6	Teaching aids must be sustainable for the future use.	10 marks
7	Group Dynamic	05 marks
	Total Marks	50 Marks

These 50 marks will be converted to 20 % and added towards the final exam.

***Note:** Marks may be deducted, for those students who have not shown equal participation in the group.*

Recommended Reading:

1. Ansari. I. M., (2003). Community Medicine and Public Health. (6th ed.). Karachi Urdu
2. Bower G. M. (2001). Managing dog, cat and human bite wounds. The Nurse Practitioner (26), 4, 36-45.
3. Chin, J. (2000). Control of communicable disease manual (17th ed). Washington DC: APHA.
4. Campbell. F. A., Drummond. A., & Robert. D. T. (2003) Scabies and epidemiology. The Hong Kong Practitioner, (25), 214-221
5. Control of diphtheria, pertusis, tetanus, Haemophilus influenza type b and Hepatitis C: Field guide. (2005). American Health organization. Retrieved on October 8, 2006 from www.paho.org.
6. Haw, L. H. (2001). Dealing with scabies. Nursing Standards, 31(15), 37- 42.
7. Report from WHO Expert Consultation on Rabies, Geneva, Switzerland. (5-8 October 2004) Retrieved from <http://www.who.int/rabies/trs931>.
8. Sack, D. A., Sack, R. B., Nair, G. B., & Siddique, A. K. (2004) Cholera: Seminar. The Lancet, 363, 223-232
9. Werner, D. (1998). Where there is no doctor A village health care hand book New Delhi: Voluntary association of India.
10. Yasinzai, M. I., kakarsulemankel, J. (2003). Incidence of malaria infection in rural areas of district. Online journal of biological science, 9, 766-772.

Online References

- a. <http://www.vh.org/pPatients/IHB/Peds?Infectious/Td.html>.
- b. [www.cdc.gov/nip/publications/surv](http://www.cdc.gov/nip/publications/surv_manual/chpt06_measles.pdf) manual/chpt06_measles.pdf
cviis.org/.../Contents/Surveillance Manual/Mumps7_02.pdf
- c. [http://www.newss.ksv.edu/web/New Releases/list_whooping_cough.html](http://www.newss.ksv.edu/web/New_Releases/list_whooping_cough.html) Bazaar.
- d. Anderson, E. T., & McFarlane, J. (2000). Community as partner: Theory and practice in nursing. (3rd ed.). Philadelphia: Lippincott

Course Code	BSN 655
Course Title	Civics and Community Engagement
Credit Hours	2 (2+0+0)

1. Course Description:

This course is designed to equip students with fundamental knowledge of civics, citizenship, and community engagement. It covers the key principles of civil society, governance, civic responsibilities, inclusivity, and effective strategies for societal participation. Students will gain the ability to apply theoretical concepts to real-world situations, enabling them to make a positive impact on their communities.

2. Course Learning Outcomes:

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

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful co-existence.

3. Teaching/Learning Strategies:

Lectures and Discussions, Case Studies, Group Projects, Community Field Visits, Role-Playing and Reflection Journals

4. Assessment Criteria:

Quiz	5%
Sessional (SEQs/SAQs)	10 %
Midterm	25%
Assignment/Project	20 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Introduction to Civics and Citizenship

- Define civics, citizenship, and civic engagement, and explain their significance in society.
- Trace the historical evolution of civic participation and its impact on societal development.
- Identify and differentiate between types of citizenship, including active, participatory, and digital citizenship.
- Analyze the relationship between democracy and citizenship, emphasizing the role of citizens in democratic governance.

Unit II: Civics and Citizenship

- Analyze the historical and philosophical foundations that have shaped modern society.
- Explain importance of citizenship in promoting social responsibility and community involvement.
- Examine the concept of digital citizenship, focusing on responsible online behavior, digital rights, and the impact of technology on modern society.

Unit III: State, Government and Civil Society

- Describe the structure and functions of the government in Pakistan, including the roles of executive, legislature, and judiciary.
- Analyze the relationship between democracy and civil society, focusing on the role of civil society in supporting democratic governance.
- Explain the importance of the right to vote and the significance of political participation and representation in a democratic society.

Unit IV: Rights and Responsibilities

- Describe the fundamental rights and liberties of citizens under the Constitution of Pakistan (1973).
- Identify and explain the civic responsibilities and duties of citizens in maintaining a functioning democracy.
- Discuss the ethical considerations in civic engagement, including accountability, non-violence, peaceful dialogue, and civility.

Unit V: Community Engagement

- Define the concept, nature, and characteristics of community.
- Examine community development and the role of social cohesion in health.
- Analyze effective approaches to community engagement.
- Analyze successful community-driven initiatives and apply lessons to nursing practice.

Unit V: Advocacy and Activism

- Describe the concepts of public discourse and public opinion, and their influence on healthcare policy.
- Explain the role of advocacy in addressing social issues, particularly in healthcare, and how it influences policy change.
- Examine social action movements, assessing their impact on healthcare and nursing practice.

Unit VI: Digital Citizenship and Technology

- Examine the use of digital platforms for civic engagement and their role in healthcare advocacy.
- Define cyber ethics and demonstrate responsible use of social media in a healthcare context.
- Analyze digital divides (access, usage, socioeconomic, geographic) and their effects on citizenship and healthcare equity.

Unit VII: Diversity, Inclusion and Social Justice

- Define and explore the dimensions of diversity (ethnic, cultural, economic, political) and their implications for healthcare and social systems.

- Examine engagement of youth, women, and minorities: Students will analyze the roles of youth, women, and minorities in social development and their contributions to societal progress.
- Identify and discuss social inequalities and injustices in Pakistan, focusing on their impact on marginalized groups and healthcare access.
- Explore strategies for promoting inclusive citizenship, equal rights, and fostering societal harmony and peaceful co-existence through social justice initiatives.

Suggested Practical Activities (optional):

As part of the overall learning requirements, the course may have one or a combination of the following practical activity:

1. **Community Storytelling:** Students can collect and share stories from community members. This could be done through oral histories, interviews, or multimedia presentations that capture the lived experiences and perspective of diverse individuals.
2. **Community Event Planning:** Students can organize a community event or workshop that address a specific issue or fosters community interaction. This Could be a health fair, environmental cleanup, cultural festival, or educational workshop.
3. **Service – Learning:** Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations.
4. **Cultural Exchange Activities:** Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tasting, performances, and presentations that promote cross cultural understanding

Recommended Reading:

1. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.
2. "Community Engagement: Principles, Strategies, and Practices" by Becky J. Feldpausch and Susa
3. "Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education.
4. "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
5. "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
6. "Digital Citizenship in Action: Empowering Students to Engage in Online Communities" by Kristen Mattson.
7. "Creating Social Change: A Blueprint for a Better World" by Matthew Clarke and Marie-Monique Steckel

Course Code	BSN:656
Course Title	Theoretical Basis of Nursing
Credit Hours	2 (2+0+0)

1. Course Description:

This course is designed to provide a professional basis for nursing practice. The objectives of nursing theories are discussed in terms of their significance to the practice of professional nursing. An overview of current theories of nursing is also presented. The aim is to enable learners' nurses to examine current conceptual models in nursing and relationship of empirical data and existing theories to the nursing practice.

2. Course Learning Outcomes:

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

1. Discuss the structure and function of nursing theory, its need, and the purpose of development.
2. Describe the historical context of nursing theoretical development.
3. Discuss the systematic development, description, and evaluation of theory.
4. Explain the relationship among theory, research, and practice.
5. Apply & examine the application of selected conceptual models and theories in nursing practice.

3. Teaching/Learning Strategies:

Lecture, discussion, group work, group presentation, Individual Presentation

4. Assessment Criteria:

Quiz	5%
Sessional /Presentation	10%
Mid Term Exam	25 %
Assignment	20 %
End Semester Exam	40 %
Total	100

5. Course Content:

Unit I: An Introduction to Nursing Theories

- Define theory, nursing theory, and conceptual model, emphasizing their role in nursing practice and education.
- Describe the nature of nursing theories, including their purpose, scope, and significance in healthcare.
- Discuss the key characteristics of nursing theories, such as their structure, concepts, and relationships.
- Explain the various types of nursing theories, including grand theories, middle-range theories, and practice theories.
- Elaborate on the concepts of paradigm and metaparadigm in nursing,

exploring their relevance to nursing practice and theory.

- Discuss the importance of nursing theories in guiding practice, research, and the advancement of the nursing profession.
- .

Unit 2: Theory Development

- Identify the components and structure of nursing theory.
- Describe the paradigm and metaparadigm of nursing theory.
- Differentiate between the levels of nursing theory.
- Analyze the role of inductive and deductive thinking in theory development.
- Outline the steps involved in developing nursing theories.
- Critically evaluate and analyze nursing theories

Unit 3: Relationship Between Theory and the Science and Practice of Nursing

- Analyze the relationship between nursing theory and nursing research in advancing nursing practice.
- Examine the science of knowing, including patterns of knowing, and their connection to nursing theory.
- Discuss how nursing theory guides clinical practice and enhances patient outcomes.
- Evaluate the integration of nursing theory into evidence-based practice and its impact on the profession.

Unit 4: Categories of Selected Nursing Theories

Nursing theory may be assigned to the categories of Need/ problem- oriented theory. Interaction oriented theory. System oriented theory and energy field theory. Therefore, this unit is divided into 4 sub units from A-D

A. Need / Problem-Oriented Theory

- Describe the key principles of the Need/Problem-Oriented Theory in nursing.
- Examine the contributions of Florence Nightingale, Faye Glenn Abdellah, Virginia Henderson, Dorothea E. Orem, Lydia E. Hall, and Jean Watson to nursing theory.
- Compare and contrast the nursing theories of Florence Nightingale, Faye Glenn Abdellah, Virginia Henderson, Dorothea E. Orem, Lydia E. Hall, and Jean Watson in terms of their approaches to patient care and their impact on nursing practice.
- Analyze the application of Need/Problem-Oriented Theory in modern nursing practice, focusing on patient needs, autonomy, and care delivery.

- Evaluate how each theorist's work contributes to the development of nursing as a profession, and its practical implications for nursing care in diverse settings.

B. Interaction Oriented Theory

- Define the key concepts and principles of Interaction-Oriented Nursing Theory.
- Explore the contributions of Hildegard E. Paplau, Ida Jean Orlando, Ernestine Wiedenbach, Imogene M. King, and Paterson and Zderad to nursing theory.
- Analyze the role of nurse-patient interactions in the development of care, as proposed by each theorist in the Interaction-Oriented Theory.
- Compare and contrast the theories of Hildegard E. Paplau, Ida Jean Orlando, Ernestine Wiedenbach, Imogene M. King, and Paterson and Zderad with a focus on their implications for nursing practice and patient outcomes.
- Evaluate the practical application of Interaction-Oriented Theory in contemporary nursing practice, including therapeutic communication and the nurse-patient relationship.

C. System Oriented Theory

- Define the key concepts and principles of System-Oriented Nursing Theory.
- Examine the contributions of Dorothy E. Peplau, Callista Roy, Betty Neuman, and Madeline M. Leininger to nursing theory.
- Analyze the application of systems thinking in nursing practice, focusing on how these theorists view individuals, families, and communities as systems within healthcare.
- Compare and contrast the approaches of Dorothy E. Peplau, Callista Roy, Betty Neuman, and Madeline M. Leininger, with an emphasis on their perspectives on health, environment, and the role of the nurse.
- Evaluate the relevance and impact of System-Oriented Theory in addressing nursing practice challenges, particularly in complex healthcare environments and diverse patient populations.

D. Energy Field Theory

- Explain the core concepts and principles of Energy Field Theory in nursing.
- Discuss the contributions of Martha E. Rogers, Rosemarie Rizzo Parse, and Margaret Newman to Energy Field Theory and its application in nursing practice.
- Analyze the concept of energy fields and their implications for health, wellness, and the nursing process.
- Compare and contrast the perspectives of Rogers, Parse, and Newman on the dynamic interactions between human beings and their environment through energy fields.

- Evaluate the impact of Energy Field Theory on modern nursing practices, particularly in holistic care, patient-centered approaches, and the promotion of well-being.

Unit 5: Conceptual Models in Nursing

- Define the difference between nursing theory and a conceptual model.
- Explain the role of conceptual models in nursing and how they provide a framework for nursing practice.
- Identify various conceptual models used in nursing and describe their key concepts and applications

Recommended Reading:

1. George, Julia B - Nursing theories_ the base for professional nursing practice- Pearson (2014)
2. Nursing Theories by Basvanthappa
3. Amy Stegen & Holli Sowerby - Nursing in Today's World- Lippincott Williams & Wilkins (2018)
4. Bethel Ann Powers, Thomas R. Knapp - Dictionary of nursing theory and research (2006, Springer Publishing Company) - libgen.lc
5. Theoretical basis for nursing with online access 5th by McEwen
6. An Introduction to Theory and Reasoning in Nursing 4th Edition, Betty M. Johnson, Pamela B. Webber
7. Meleis, A. I. (2011). Theoretical nursing: Development and progress. Lippincott Williams & Wilkins.

Year III -Semester VI

Course Code	BSN: 661
Course Title	Mental Health Nursing
Credit Hours	6 (3 +2 +1)

1. Course Description:

This course introduces learners to the concepts of mental health and mental illness, along with the principles of psychiatric nursing and its development both globally and in Pakistan. It emphasizes a holistic approach to mental health nursing, applying the nursing process to care for patients and families in hospital settings. The course also aims to explore personal and cultural perceptions, values, and beliefs regarding mental health issues, while highlighting the need for and relevance of community mental health care in Pakistan.

2. Course Learning Outcomes:

By the end of this course, students are expected to:

2. Demonstrate an awareness and acceptance of mental health and illness as legitimate health issues.
3. Identify factors affecting mental health especially in the Pakistani culture.

4. Apply nursing process as applied to mental health nursing.
5. Utilize knowledge base to actively participate in therapeutic milieu for clients with mental health problems.
6. Demonstrate care of a client suffering from different mental health illnesses.
7. Identify need and relevance of community mental health in Pakistan and the resources available to manage it.

Teaching Learning Strategies:

Lecture with discussion, work in small group setting, review of articles, presentation, role-play, case study.

3. Assessment Criteria:

Quiz	5%
Sessional /Case Study Presentation	10%
Midterm	25%
Assignment/Scholarly paper	15 %
Port Folio	5 %
End Semester Exam	40%
Total	100%
Clinical Grade	Pass/Fail

4. Course content:

Unit I: Mental Health & Mental Illness

- Analyze own perceptions, values, beliefs and feelings towards mental health and mental illness
- Examine cultural perceptions to mental health, mental illness and mental health nursing.
- Discuss about the history of psychiatry and psychiatric nursing in Pakistan
- Demonstrate understanding about laws governing admissions and discharge of clients in mental health settings
- Analyze the common personal and civic rights retained by patients in mental health settings and ethical issues related to it

Unit II: Tools of Psychiatric Nursing

A: Therapeutic Communication and therapeutic relationship:

- Discuss significance of communication skills in mental health settings
- Describe techniques that facilitate or impede therapeutic communication in mental health settings
- Demonstrate ‘use of therapeutic self’ while dealing with clients with mental health problems in selected settings.

B: Mental health assessment:

- Discuss nature, purpose and process of mental health assessment
- Begin to analyze clinical findings that indicate mental health problems in

selected clients.

C: Self Awareness:

- Define self-awareness
- Establish relationship between self-awareness and development of therapeutic relationship in mental health setting.

Unit III: Factors Affecting Mental Health and Mental Illness

- Describe biological, sociocultural and interpersonal factors and their impact on mental health and mental illness
- Discuss stress and adaptation, and its relationship with mental health and mental illness.

Unit IV: Bio-Psychosocial Interventions (to be taught in different classes and during clinical conferences as appropriate)

- Discuss effective ways of managing anger
- Discuss cognitive behavioral therapy
- Discuss psychopharmacological interventions
- Describe the mechanism of action, clinical use, and side effects related to drugs used in mental health settings
- Identify role of the nurse in psychopharmacological treatments
- Analyze relevance and appropriateness of these therapies in the field of mental health

Unit V: Psycho pharmacodynamic

- Understand the principles of psycho pharmacodynamics.
- Identify the mechanisms, effects, and side effects of psychotropic medications.
- Analyze the relationship between drug action and psychiatric disorders.
- Monitor and manage medication side effects in mental health patients.
- Educate patients and families on the safe use of psychotropic medications.
- Evaluate the impact of psycho pharmacological treatments on patient outcomes.

Unit VI: Personality Disorders

- Discuss the development of personality disorders.
- Discuss some common features exhibited by individuals with antisocial and borderline personality disorder.
- Explore causative factors of personality disorders
- Utilize nursing process based on an understanding of the psychodynamics' of clients exhibiting various maladaptive behaviors in selected situations.

Unit VII: Mental health Problems & Therapeutic Interventions

A: Anxiety and dysfunctional anxiety responses;

- Discuss the concept of anxiety
- Discuss physiological, perceptual, cognitive, and behavioral effects of anxiety
- Discuss various dysfunctional anxiety responses [Generalized anxiety disorder, Post traumatic stress disorder, Phobia, Obsessive Compulsive disorder, Conversion reaction] and their basis in etiology
- Demonstrate understanding of the principles of nursing and psychosocial

care, while caring for clients with dysfunctional anxiety responses.

B: Altered mood states:

- Describe the continuum of adaptive and maladaptive emotional response
- Discuss phenomenon of 'depression' Analyze the prevailing psychological, biological, and social theories that serves as basis for caring for clients with altered mood states.
- Analyze the human responses to mood alterations Discuss effective nursing and psychosocial interventions for clients with Altered mood states

C: Deliberate self-harm and suicidal behavior:

- Describe the continuum of adaptive and maladaptive self- protective responses
- Discuss prevalence of self-harm and suicidal behavior in Pakistani population.
- Explore predisposing factors, precipitating stressors, and appraisal of stressors related to self-protective responses
- Discuss effect to nursing interventions related to self-protective responses.

D: Altered thoughts and perceptions:

- Describe 'schizophrenia' in light of altered thoughts and perceptions
- Distinguish key positive and negative symptoms found in clients with thought disorder
- Analyze human response to schizophrenia with emphasis on perception, thought, activity, and consciousness, affect, and interpersonal relationship
- Analyze predisposing factors, precipitating stressors and appraisal of stressors related to schizophrenia
- Discuss principles of care for helping client suffering from altered thoughts and perceptions and their families.

E: Substance abuse and dealing with aggressive clients

- Define the terms related to substance abuse
- Discuss predisposing factors related to substance abuse
- Describe different categories of drugs of abuse and their specific effects
- Discuss principle of care for client who abuses the drug.
- Define violence, its possible causes and characteristics.
- Describe theories contributing to the development of aggressive behavior.
- Identify factors useful in predicting aggressive behavior among clients.
- Discuss strategies to assess patients with aggressive behaviors.
- Relate behaviors and values of nurses related to violence and substance abuse.
- Discuss primary and secondary prevention of aggression in hospital setting.

Unit VIII: Childhood Mental Disorders Describe the clinical features and diagnostic criteria for common childhood mental disorders.

- Explain the impact of biological, psychological, and environmental factors on childhood mental health.
- Develop nursing interventions for managing childhood mental disorders based on best practices.
- Apply therapeutic communication techniques to support children with mental disorders and their families.
- Evaluate the effectiveness of nursing interventions in improving outcomes for children with mental disorders.

Unit-IX: Geriatric Mental Health problems:

- Identify and describe the elements of a comprehensive psychiatric assessment of elderly clients with compromised cognition.
- Discuss Dementia and delirium in relation to mental health of elderly.
- Analyze nursing care needs for elderly clients with mental health problems.

Unit X: Community Mental Health Nursing

- Discuss various models of community mental health nursing and its relevance to Pakistan.
- Analyze functions of mental health nurse in community setting of Pakistan.
- Demonstrate understanding of faith healing practices as local resource for community mental health in Pakistan.

Unit XI: Rehabilitation and Recovery:

- Define tertiary prevention and rehabilitation.
- Discuss the behaviors and rehabilitative needs of people with serious mental health problems.
- Discuss response of families and communities towards rehabilitative needs of clients.

Clinical Objectives:

At the end of the clinical experience, learners will be able to:

1. Apply theoretical knowledge to psychiatric-mental health nursing practice in hospital settings.
2. Demonstrate enhanced self-awareness and self-understanding in clinical practice.
3. Apply therapeutic communication skills while caring for clients.
4. Demonstrate use of nursing process (assessment, diagnosis, planning, implementation, and evaluation) in the care of clients with mental health problems.

5. Explore and analyze issues that contributes in promoting mental health and preventing mental illness.
6. Recognize nurses' role as health educator and once patient's needs are identified, plan/conduct health education session(s).
7. Perform all required skills, maintaining client's safety.
8. Identify and evaluate the mental health care services available in community.

GROUP PRESENTATION ON NURSING PROCESS IN MENTAL HEALTH SETTING 10%

The presentation would be conducted in groups consist of 4-6 learners. Each group would choose a presentation topic from the given list. The group members will carry out relevant search and develop outline for the presentation. The outlines must be approved by the assigned faculty members at least one week before the presentation is due. The group leaders will keep record of all the meetings and activities and submit it to the assigned faculty before the presentation along with a printed copy of the presentation. Each group will be given a total of 20 minutes for presentation and 10 minutes for discussion.

The list of topics is as follow:

- Powerlessness
- Altered thought process
- Self-esteem disturbance
- Adjustment, impaired
- Caregiver role strain
- Altered Sensory perception
- Defensive coping
- Risk for violence directed to self and others
- Guilt
- Loss & grief
- Hope-Hopelessness
- Flexibility-Rigidity
- Boredom
- Manipulation
- Loneliness
- Trust-Mistrust
- Dependence –Independence
- Adaptation
- Self-concept
- Transference/ Counter transference
- Genuineness and empathy
- Professional boundaries
- Self-management skills and mental health
- Emotions and mental health
- Environment and mental health
- Social inclusion and mental health

- Faith healing
- Cultural diversity and mental health
- Resilience
- Nursing complementary therapies
- Family intervention
- Crisis interventions
- Occupational therapy

Topics can also be selected from world mental health day themes.

Presentation Guidelines

- Define the selected topic.
- Discuss the topic with literature support in relation to mental health / mental illness.
- Identify a case scenario from your clinical experience at psychiatric unit and relate it with the topic.
- Analyze the topic with the help of chosen scenario and clinical experience.
- Develop an integrated nursing care plan highlighting the nursing process of the chosen topic.
- Conclude and summarize the presentation.
- Share your personal experience regarding process of the presentations.

Note: *Refer appendix A for evaluation tool to be used for presentation.*

Scholarly Paper: Ethical and legal issues Related to Mental Health 15%

The purpose of this scholarly paper is to build critical understanding and to bring insight about few common, yet very important mental health related ethical and legal issues. This paper will also help learners to contribute positively towards the mental health of clients.

- Define the issue from varying point of view
- Describe significance of the chosen issue within socio-cultural context
- Identify clinical scenario related to the chosen issue
- Analyze the issue in the light of Eastern and Western literature/integration of ethical/legal based model, theory or framework.
- Establish the relationship of the issue with mental health and illness, by describing its application to the clinical scenario
- Propose strategies to promote mental health of the client within the context of the issue
- Conclude and summarize the paper
- APA formatting & language
- The length of your assignment should be between 1600-2000 words, excluding title and reference page. The title page should include word count.
- Discuss your assignment outlines with the faculty member and submit it at least one week before the paper submission.
- A copy of all the literature used and all drafts/edited copies of assignment should be submitted along with the final paper

Clinical Portfolio 5%

- Each learner is expected to submit a portfolio to their respective faculty members.
- The learners will be responsible for developing and maintaining evidences of activities performed during the clinical practice.
- Ensure that your assignments/evidences are signed by the respective clinical faculty members on timely basis.
- Add a summary sheet as first page before submitting your midterm and final clinical portfolio. Table of contents and paragraph of preface and acknowledgement should be added.

Portfolio Evaluation

1.	Professional development • Evidence would consist of: • Improved performance based on feedback by faculty and peers
2.	Communication • Evidence would consist of: • Process recording [verbatim] • Nurses' notes
3.	Nursing process • Evidence would consist of: • Complete psychosocial assessment • List of nursing care priorities • A nursing care plan choosing relevant and appropriate goals/outcomes and interventions. • Evaluation for the nursing care implemented
4.	Teaching learning activities Evidence would consist of: • Teaching learning plans with resources explored and utilized • Articles/literature used in clinical conferences or patient care
5.	Weekly reflective log Evidence would consist of: • Written reflection on clinical experience during the clinical rotation Note: Refer appendix B for the guidelines of reflective log.

Recommended Readings:

1. Textbook of Mental Health Nursing Ravinder, Kaur Mental Health Nursing.

Course Code	BSN: 662
Course Title	Principles of Teaching & Learning
Credit Hours	3(3 +0 +0)

1. Course Description:

This course provides foundational knowledge of teaching-learning principles and the role of clinical preceptorship in nursing education. It focuses on developing skills to facilitate learning, promote self-directed education, and mentor others effectively in clinical settings. Emphasis is placed on addressing teaching challenges in diverse healthcare environments and fostering professional growth through evidence-based strategies. In addition, this course aims to provide the students with the knowledge, skills and attitudes necessary to become effective preceptors in clinical area.

2. Course learning Outcomes:

By the end of this course, students are expected to,

- Integrate the Principles of teaching and learning in planning teaching session.
- Analyze various adult learning theories and the characteristics of adult learners.
- Differentiate in the cognitive, affective, and psychomotor domains of learning based on
- Bloom's taxonomy for writing objectives of teaching sessions.
- Compare and contrast different teaching learning strategies for small and large group teachings.
- Analyze the complexity of conditions that impact on learning.
- Critically reflect on one's own learning.
- Identify the attributes and skills required to be an effective mentor, preceptor or coach
- Utilize appropriate health teaching strategies for diverse settings.
- Plan patient and family education session by utilizing the steps of patient education.

3. Teaching learning strategies:

Interactive lectures, discussions, small group discussion, individual assessment activities, project, presentations, reflective writing, conducting patient education sessions and tutorials

4. Assessment criteria:

Quiz	5%
Sessional /Reflective writing	10%
Midterm	25%
Project/Teaching Plan (Group)	20 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Reflective Writing and Critical Thinking

- Define critical thinking.
- Discuss the components of critical thinking.
- List and Compare types of thinking.
- Discuss the role of critical thinking analysis.
- Discuss thinking process; to understand the process of reflective observation.
- Define reflection.
- Discuss types of reflections.
- Discuss process of reflection.
- Analyze the role of critical thinking in reflective practice.

Unit II: Bloom's Taxonomy

- Define bloom taxonomy.
- Discuss the domains of bloom's taxonomy.
- Develop learning objectives ranging from lower thinking to higher thinking order, for their teaching learning projects/or given in an activity form.
- Identify the strategies to respond to the level of cognition.

Unit III: Learning Theories and Models

- Define learning and learning process.
- Describe components of learning.
- Discuss learning theories.
- Discuss the Kolb's and Tyler learning model
- Analyze learning theories and models in daily learning activities
- Compare teaching learning strategies which enhance learning.

Unit IV: Principles and Styles of Teaching and Learning

- Define teaching.
- Identify the characteristics of good teacher and their role in nursing education.
- Discuss the different Principles of teaching and learning.
- Identify factors that influence learning.
- Compare relationship between teaching and learning.
- Discuss different learning styles and apply ways to assess learning styles.
- Discuss the characteristics of a child, adult and elderly learner and list strategies that are suitable for the adult group of learners.

Unit V: Stages in Learning & Physical Environment

- Discuss the Stages of learning.
- Compare different stages of development with learning.
- Application of learning strategies according to the stage of learning.

- Discuss the impact of physical environment and emotional wellbeing on learning.

Unit VI: Designing Teaching Program: Need Assessment

- Define need assessment.
- Discuss the key components of need assessment.
- Discuss the phases of need assessment.
- Compare the types, purpose and application of need assessment.
- Discuss the importance of need assessment in developing a program.
- List the important element in reporting the need assessment.

Unit VII: Developing Teaching Plan

- Define Teaching plan.
- Appreciate the importance of teaching Plan.
- Discuss the components of teaching Plan.
- Discuss relevance and benefits of teaching plan.
- List important consideration while preparing a teaching plan.
- Develop the teaching Plan for target group.

Unit VIII: Teaching Learning Strategies/Technologies and Implementation

- List and discuss various teaching strategies
- Discuss relevance of teaching strategies in developing critical thinking and increasing learner's participation.
- Rationalize the Selection of a particular teaching learning strategies in given target group/scenario

Unit IX: Educational Administration: Evaluation of Program/Learners

- Define evaluation.
- Explain the purposes and types of evaluation.
- Discuss the methods of clinical evaluation.
- Interpret Kirkpatrick's Model of evaluation.
- Discuss the steps of doing an evaluation.
- Challenges while performing an evaluation.

Unit XI: Introduction to Curriculum Planning and Designing

- Explain the process and principles of assessment in curriculum planning.
- Identify and describe the various types of assessments (formative, summative) and their roles in curriculum design.
- Define the concepts of input (resources, learners), throughput (teaching strategies, activities), and output (learning outcomes) in the context of curriculum design.
- Develop a detailed curriculum plan based on educational needs and learning outcomes, including objectives, content, teaching strategies, and evaluation methods.

- Examine and apply different models of curriculum design to create effective curriculum plans.
- Critically assess a curriculum by identifying strengths, weaknesses, and areas for improvement using relevant evaluation frameworks.
- Review PNC/HEC nursing curriculum guidelines.

Unit XII: Role of preceptor in Nursing Practice

- Differentiate between teaching and preceptorship and understand the major issues involved in preceptorship.
- Recognize the roles of preceptee and preceptor in nursing practice and identify the characteristics of an effective clinical preceptor.
- Identify the responsibilities of the preceptor, instructor, and student in clinical settings.
- Discuss various models of clinical preceptorship and supervision.
- Critically appraise methods for evaluating clinical teaching and techniques for writing anecdotal notes and signing checklists.
- Understand the purpose and process of pre- and post-conferences in clinical education.
- Discuss methods for giving constructive feedback in clinical teaching.

Guidelines for Lesson Plan.

Develop a lesson plan on a selected topic which would include steps in preparing learning objectives, criteria for measuring outcome of objectives, developing appropriate content, selecting teaching methods, target dates of achievement of objectives and how the objective would be evaluated.

1. **Teaching strategies:** Teaching strategies and teaching technologies. e.g. lectures, role-play, journals, brainstorming, demonstrations, self-learning, clinical areas, labs, field trips. Small group learning, co-operative learning and techniques to increase learners' participation

2. **Preparing teaching materials and using teaching aids:** The learner will be involved in the process of preparing teaching materials at low cost. And will also be familiarized with the use of different teaching aids knowing the advantage and disadvantage of use. Utilizing effectively a variety of teaching aids and creative application to teaching.

Evaluation Guideline of Teaching Project

Teaching Plan:

Purpose:

1. To develop a realistic lesson plan according to the format given in class
2. To assist in preparing a quality teaching session.

Directions: Learners will begin to work in their presentation group to develop a learning needs assessment, a lesson plan, and description of teaching strategies with rationale that will be the basis for their final presentation. Learners are encouraged to keep notes on meetings, activities and responsibilities throughout the project.

Class Presentation:

Purpose: To assist in the application of a personal model and teaching style based on the plan developed and, in a practice, setting of your choice.

Directions: Learners may choose the placement and the target group according to their interest, for example in-patient / out-patient / community placement. They will be expected to set the environment to simulate the setting of your choice (using the classroom or another setting if more appropriate). Presentation will be based on submitted Teaching Plan.

Evaluation will be according to a presentation evaluation form given in appendix A.

It is expected that all class members will be present each week to provide support and feedback as needed or to act as members of the session as required by the learner's facilitator. Presentations should be maximum 45 minutes.

Teaching Portfolio

At the end of the presentation each group will be required to present a portfolio of the work that this project has entailed. All members need to participate in the project from preparation to presentation. Portfolio will be assessed for completeness from need assessment, presentation to evaluation & documentation on dissemination of information as well as any feedback or follow-up that may be required. Portfolio will be handed within three days of the presentation.

Lesson Plan:

Following areas, need to be included in the Lesson Plan:

1. A Column of Objectives (identify the domain and level)
2. A Column of Content
3. A Column of Time
4. A Column of Teaching Strategies
5. A Column of Evaluation
6. In the end of the table, provide a Complete Reference List in the standard writing format (reference should be current, and relevant)

Note: To enhance clarity in your table, please make separate tables for each objective, preferably one table per page.

TEACHING/LEARNING

LESSON PLAN

Topic: _____

Venue: _____

Seating Arrangement: _____

Equipment Required: _____

Name of Group Members: _____

S#	Objective	Content	Time	Teaching Strategy	Evaluation

Recommended Readings:

1. Fast facts for the clinical nursing instructor by kan
2. Teaching in Nursing a guide for faculty by BILLINGS
3. Evaluation and Testing in Nursing Education with online access byoermann
4. Nurse as Educator; Principles of Teaching and Learning,
5. Barker, E.R. and Pittman, O., 2010. Becoming a super preceptor: A practical guide to preceptorship in today's clinical climate. Journal of the American Association of Nurse Practitioners, 22(3), pp.144-149
6. Bastable, S.B. (2008). Nurse as Educator (3rd ed). Boston; Jones & Bartlett Publishers. USA

Course Code	BSN: 663
Course Title	Introduction to Bio-statistics (QR -II)
Credit Hours	3 (3 +0 +0)

1. Course Description:

Quantitative reasoning (II) is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling/ analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigating the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate an ability in students the logical reasoning to construct and evaluate arguments, identify facilities, and think systematically. Keeping the pre- requisite course of Quantitative Reasoning (I) as its base, this course will enable students further their quantitative, logical and critical reasoning abilities to complement their specific major/field of study.

2. Course learning Outcomes:

By the end of this course, students shall have:

1. Understanding of logical and logical reasoning
2. Understanding of basic quantitative modeling and analysis
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments.
4. Ability to critically evaluate quantitative information to make evidence-based decisions through appropriate computational tools.

3. Teaching Learning Strategies:

Lectures, small group discussion, Tutorial, Assignment.

4. Assessment criteria:

Quiz	5 %
Sessional	10%
Midterm	25%
Assignment	20 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit 1: Logic, Logical and Critical Reasoning

- Define logic and explain its importance in biostatistics and decision-making.
- Compare and apply inductive, deductive, and abductive reasoning in biostatistical analysis.
- Identify and evaluate valid and invalid arguments using logical connectives, truth tables, and propositional equivalences.
- Use logical facilities such as Venn diagrams and predicates with quantifiers to solve biostatistical problems.
- Apply logical reasoning concepts and techniques in quantitative reasoning exercises to analyze biostatistical data.

Unit II: Mathematical Modeling and Analyses

- Explain the concept of deterministic models and their applications in biostatistics.
- Use linear functions to model real-world situations in healthcare and biostatistics.
- Solve systems of linear equations and apply them to model biological and health-related data.
- Introduce derivatives and demonstrate their application in mathematical modeling.
- Apply linear and exponential growth and decay models to analyze population health data.
- Utilize mathematical modeling techniques for quantitative reasoning and problem-solving in biostatistics.

Unit III: Statistical Modeling Analyses

- Introduce probabilistic models and their application in biostatistical analysis.
- Analyze bivariate relationships using scatter plots and interpret the results.
- Apply simple linear regression and correlation analysis to examine relationships between variables.

- Understand and apply the basics of estimation and construct confidence intervals for statistical data.
- Conduct hypothesis testing using Z-test and t-test to draw conclusions from sample data.
- Use statistical inferences to make informed decisions in biostatistical analysis and healthcare practice.
- Perform quantitative reasoning exercises using statistical modeling techniques to solve biostatistical problems.

Recommended Reading:

1. Using and Understanding Mathematics: A Quantitative Reasoning Approach; by Bennett, J.O., Briggs, W.L., & Badalamenti, A.
2. Discrete Mathematics and its Applications by Kenneth H. Rosen.
3. Discrete Mathematics with Applications by Susanna S. Epp.
4. Applied Mathematics for Business, Economics and Social Sciences by Frank S. Budnick.
5. Elementary Statistics: A Step-by-Step approach by Allan Bluman.
6. Introductory Statistics by Prem S. Mann
7. Applied Statistics Modeling by Salvatore Babones.
8. Barron's SAT by Sharon Weiner Green, M.A. and Ira K. Wolf.

Course Code	BSN: 664
Course Title	Public Health Nursing
Credit Hours	4(2 +2 +0)

1. Course Description:

This course focuses on the principles and practices of public health nursing, emphasizing the role of nurses in promoting community health. It covers key topics such as health promotion, disease prevention, epidemiology, and community assessment. The course prepares students to assess health needs, design interventions, and collaborate with communities to improve health outcomes, with a particular focus on the socio-economic and cultural factors affecting health in Pakistan. It aims to equip students with the knowledge, skills, and competencies necessary to address population health challenges and promote health and well-being in diverse community settings.

Course Learning Outcomes:

By the end of this course, students are expected to,

1. Analyze the current population health issues in Pakistan in relation to the role of the community/public health nurse (C/PHN).
2. Demonstrate the role of the community health nurse as a care provider, practitioner, researcher, educator, and manager while participating in the health care of the community.
3. Utilize Functional Health Patterns and nursing process in delivering the care for patients

in community setting with Tropical and Communicable Diseases prevalent in Pakistan.

4. Participate in planning, implementing, and evaluating the Health /Developmental projects with the community.

5. Utilize the concepts of Primary Health Care, Health Promotion, Epidemiology, demography, and Planning cycle in health/ development project in community

2. Teaching /Learning Strategies:

Lectures, Interactive lectures with small group discussion, Assignment, Project, Presentations, Conducting Patient education sessions and tutorial

3. Assessment criteria:

Quiz	5 %
Sessional	10%
Midterm	25%
Presentation/assignment	20 %
End semester Exam	40%
Total	100%

4.Course Content:

Unit 1: Introduction to Public Health Nursing

- Define public health nursing and outline its scope in community health promotion and disease prevention.
- Trace the historical development of public health nursing and its evolving role in healthcare systems.
- Identify the key roles and responsibilities of public health nurses in addressing community health needs.
- Discuss the ethical principles and considerations relevant to public health nursing practice.

Unit 2: Population Health Issues in Pakistan

- Analyze population health challenges in Pakistan, including maternal and child health, malnutrition, and communicable and non-communicable diseases. Evaluate the impact of social determinants of health, such as poverty, education, and access to care, on population health.
- Examine case studies on population health interventions and their effectiveness in Pakistan.

Unit 3: Community Health Nursing Roles

- Describe the roles of Community/ Public Health Nurses (C/PHNs) as care providers, educators, researchers, and managers in community health.
- Implement strategies for health education and behavior change in the

community to promote better health outcomes.

- Demonstrate the importance of interdisciplinary collaboration and teamwork in community health settings.

Unit 4: Tropical and Communicable Diseases in Pakistan

- Identify the epidemiological patterns and burden of tropical and communicable diseases in Pakistan, including common diseases such as malaria, dengue, tuberculosis, and hepatitis.
- Explain the transmission dynamics, risk factors, and socio-environmental determinants contributing to the spread of these diseases.
- Apply community health strategies, including surveillance, vaccination, and health education, to prevent and control tropical and communicable diseases.
- Demonstrate skills in assessing and managing outbreaks of communicable diseases using evidence-based public health interventions.
- Evaluate the effectiveness of national programs and global health policies in mitigating the impact of tropical and communicable diseases in Pakistan.

Unit 5: Health Promotion and Primary Health Care Concepts

- Define the principles of health promotion and the key concepts of the Ottawa Charter.
- Identify the essential components of Primary Health Care (PHC).
- Create effective health education and promotion materials for community outreach.

Unit 6: Functional Health Patterns and Nursing Process in Community Care

- Apply functional health patterns as a framework for holistic community health assessment.
- Utilize the nursing process to assess, diagnose, plan, implement, and evaluate care for patients with tropical and communicable diseases.
- Implement evidence-based interventions to address health needs identified through functional health pattern assessments.

Unit 7: Health/Developmental Projects in the Community

- Assess community needs, set goals, and develop strategies for health promotion and development projects.
- Mobilize resources, engage stakeholders, and execute interventions to address priority health issues.
- Monitor project outcomes, assess effectiveness, and adjust strategies for continuous improvement.
- Promote community participation and empowerment in the planning, implementation, and evaluation of health projects.

Unit 8: Primary Health Care, Environmental Health

- **Primary Health Care**
 - Explain the principles of primary health care and their application in nursing practice.
 - Apply health promotion and disease prevention strategies in primary health care settings.
- **Public Health Emergency Preparedness and Response**
 - Explain public health emergencies and preparedness planning strategies.
 - Describe the role of public health nurses and community engagement during public health crises.
- **Environmental and Occupational Health**
 - Identify environmental and occupational health risks in communities and workplaces.
 - Advocate for policies to prevent environmental and occupational health hazards.
- **Environmental Hazards**
 - Identify types of environmental hazards and their health effects.
 - Assess and manage risks, and implement strategies to mitigate environmental hazards.
- **Disposal of Waste**
 - Explain effective waste management practices and hazardous waste disposal regulations.
 - Assess the environmental impact of waste disposal methods.
 - Promote community-based waste management initiatives.
- **Community Water Supply**
 - Explain the importance of safe drinking water and prevent waterborne diseases.
 - Monitor community water sources and conduct water quality testing and treatment.
- **Air and Ventilation**
 - Analyze the impact of air pollution on public and respiratory health.
 - Identify respiratory health risks associated with poor air quality.
 - Assess the effectiveness of ventilation systems in public spaces to reduce health risks.
 - Advocate for policies and practices aimed at improving air quality to protect public health.
 - Helping Individuals to Adopt Healthy Lifestyles
 - Apply behavior change models to promote healthy lifestyles.
 - Assess and address patient readiness for change using the Stages of Change Model.
 - Use Motivational Interviewing to enhance patient motivation for lifestyle change.
 - Implement Cognitive Behavioral Therapy to address barriers to healthy behaviors.
 - Teach balanced nutrition and promote healthy eating habits.
 - Provide smoking cessation strategies, including behavioral and

pharmacological support.

- **Public Health and Ageing Population**

- Analyze demographic trends related to aging populations and their impact on public health.
- Identify the health challenges and specific needs of older adults in various settings.
- Discuss age-friendly community initiatives aimed at improving the quality of life for older adults.
- Demonstrate knowledge of geriatric nursing care and support services essential for elderly care.

Unit 9: Health/Development Project Planning and Evaluation

- Describe the stages of the planning cycle, including assessment, planning, implementation, and evaluation in health projects.
- Explain the role of community participation and empowerment in the success of health projects.
- Utilize various monitoring and evaluation techniques to assess the progress and effectiveness of development projects.

Practical Application and Fieldwork

- Conducting community health assessments.
- Participating in immunization campaigns, health education sessions, and outreach programs.
- Designing and implementing a mini health project in the community, including evaluation and reporting

Recommended Reading:

1. Carol Cox, Marie Hill - Professional Issues in Primary Care Nursing-Wiley-Blackwell (2010)
2. Community & Public Health Nursing (2nd Edition), Gail A. Harkness, Rossana F. Demarco
3. Practice Workbook of Community Health Nursing BT Basavanthappa
4. Public Health Nursing Practicing Population-based care with online access by Londrigan
5. Community health nursing neeraj sethi book
6. Public Health and Community Medicine by Illyas Ansari
7. Community Health Nursing by Basavanthappa 2 Vol. Set (Color)

Course Title	Culture, Health and Society
Credit Hours	2 (2+0+0)

1. Course Description:

This course introduces learners to human interaction and its impact on individual and group behavior. It also introduces learners to the field of socio-cultural anthropology. It focuses on the exploration of values, beliefs and practices related to health and illness in general and among specific groups of people in Pakistan. The focus is on analysis of the interrelatedness of culture, society and health care delivery in Pakistan. The course promotes the exploration of trans-cultural nursing concepts, which will be promoted in the clinical setting.

2. Course Learning Outcomes:

On completion of this course students will be able to:

1. Explore the relationship between culture, society, and health.
2. Analyze health-related knowledge, beliefs, attitudes, and practices of various sociocultural groups.
3. Analyze the influence of cultural, social, and environmental factors on health and healthcare practices.
4. Apply cultural competence in delivering patient-centered care to diverse populations.
5. Discuss relevant social issues and suggest methods to facilitate change where necessary.
6. Examine the relationship between societal norms, health disparities, and access to healthcare.
7. Integrate cultural awareness into nursing assessments and interventions to improve health outcomes.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), / Role play, small group Activities, Book presentations, paper writing, problem solving exercises .

Assessment Criteria:

Quiz	5%
Sessional /group presentation on Pakistani culture of a particular province health beliefs and practices (Home Remedies)	10%
Midterm/Book Review (Presentation)	25%
Assignment/ Paper on Current Issue	20 %
End Semester Exam	40%
Total	100%

4. Course Content:

Unit I: Introduction to Socio Cultural and Anthropological Concepts

- Explain the concept of culture and its significance in shaping societal norms and behaviors.
- Describe the concept of society at micro and macro levels, highlighting their interrelation and influence on individuals and groups.
- Discuss sociology as a science, its methods, and the importance of socio-cultural anthropology in understanding health.
- Define and differentiate between the concepts of health, illness, disease, society, and community.
- Identify and compare different healing systems and practitioners, focusing on their roles in health care.
- Explore religious beliefs and practices related to illness prevention and healing, and their implications for nursing practice.
- Evaluate the integration of traditional healing practices with modern medicine and identify potential challenges and solutions.
- Examine the beliefs and practices of clients regarding their activities of daily living in different cultural contexts, and apply this understanding to nursing care.

Unit II: Social Institutions and Groups/ Socialization

- Delineate the differences among various social institutions, such as family, religion, political system, and legal system, and their role in societal structure and functioning.
- Analyze the function of the family, including types of families, marriage, caste, family relationships, and the impact of divorce on family dynamics.
- Examine the influence of religious beliefs and superstitions on social behavior and health practices.
- Describe the characteristics and structures of political systems, including autocracy, democracy, and dictatorship, and their impact on society and healthcare systems.
- Evaluate the role of legal and educational systems in shaping socialization, values, and norms within society.
- Identify and compare different types of social groups, including in-group, out-group, primary group, secondary group, reference group, caste, ethnic group, pressure group, and vested interest group.
- Discuss the process of group socialization and its influence on individual behavior, beliefs, and health practices.

Unit III: Culture and Health Behavior/Socialization

- Explain the effects of culture on illness, sickness, sick role, and experiences of birth and death.
- Analyze cultural variations in symptom expression, illness perceptions, and healthcare compliance.
- Discuss food taboos and their influence on health behaviors across cultures.

- Examine the role of socialization in shaping health behaviors and practices.
- Evaluate the implications of cultural factors on healthcare delivery and patient outcomes.
- Identify how group behaviors (status, deviance, alienation) influence health and socialization.
- Develop strategies to facilitate dietary change while respecting cultural norms and practices.

Unit IV: Pakistani Society/Pakistan- A Cultural Perspective

- Analyze the historical origin and evolution of Pakistani society, focusing on its cultural and social foundations.
- Evaluate the impact of contemporary social changes on societal structures, values, and dynamics in Pakistan.
- Identify and assess the characteristics of primary social units (e.g., families and communities) and their roles in fostering societal cohesion.
- Examine the influence of social norms, mores, and cultural practices on behavior, social interactions, and health outcomes in Pakistani society.
- Compare and contrast the distinctive traits, norms, mores, and folkways of the northern areas, Khyber Pakhtunkhwa, Punjab, Sindh, and Baluchistan, highlighting their significance for social harmony and culturally informed health behaviors.
- Discuss the implications of Pakistan's regional cultural diversity for delivering culturally competent and sensitive health care services.
- Develop strategies to address social and cultural challenges encountered in nursing practice, tailored to the diverse needs of Pakistan's communities.

Unit V: Concepts and Perceptions of Health, Illness, and Disease/Healing

System

- Describe the concepts of health, illness, and disease, and explain how these are perceived across various societies and cultures.
- Discuss health and disease as products of social behavior, examining how societal factors influence health perceptions.
- Differentiate between different healing systems (traditional, folk, and biomedical) and practitioners, focusing on their roles in health and illness management.
- Compare the basic principles of Eastern and Western medicine, highlighting key differences and similarities in their approaches to healing.
- Examine the integration of traditional healing practices and modern medicine, identifying challenges and benefits in healthcare settings.

Unit VI: Population and Demography

- Define demography and explain its significance in studying the population of Pakistan.
- Interpret and analyze the population pyramid of Pakistan, identifying

- trends in age, gender, and population growth.
- Examine the phenomena of urbanization and migration, and their effects on the demographic landscape of Pakistan.
- Identify the key factors contributing to population growth, urbanization, and migration in Pakistan.
- Evaluate the implications of population changes on public health, resources, and social services in Pakistan.

Unit VII: Trans Cultural Nursing Concepts and Assessment

- Define the concept of trans-cultural nursing and its importance in providing culturally competent care.
- Identify and apply the components of cultural assessment to understand the unique needs of patients from diverse cultural backgrounds.
- Examine the role of family and cultural practices in health care across the lifespan and their influence on patient outcomes.
- Evaluate nursing frameworks and theories relevant to trans-cultural nursing, such as Madeleine Leininger's Transcultural Nursing Theory, and assess their application in clinical settings.

Unit VIII: Special Issues in the Delivery of Trans Cultural Nursing Care

- Assess the cultural aspects of pain experience, identifying how different cultures perceive and express pain, and the implications for nursing care.
- Examine the relationship between spirituality, religious beliefs, and adherence or non-adherence to treatment, understanding their impact on patient compliance.
- Explore health maintenance and disease prevention models to enhance understanding of societal attitudes toward infectious and stigmatized diseases.
- Analyze the health belief model and its relevance to patient care, particularly in the context of disease prevention and treatment adherence.
- Investigate various treatments for pain, including home remedies, and how they align with cultural practices and beliefs.
- Evaluate societal knowledge and attitudes towards infectious diseases and develop strategies to improve acceptance of individuals with stigmatized diseases.
- Differentiate between healing and cure, recognizing cultural variations in their meanings and significance.
- Understand methods of spiritual healing and their relevance in providing culturally competent care.

Unit IX: Societal Perceptions towards Gender/Domestic Violence

- Examine gender as a sociological construct, focusing on how societal norms and cultural beliefs shape the roles and expectations of men and women.
- Analyze personal and cultural perceptions towards gender, exploring how these perceptions affect behavior, interactions, and societal structures.

- Assess societal perceptions and status regarding men and women, identifying how these perceptions influence power dynamics and gender equality.
- Identify factors that enhance the status of women in Pakistani society, including legal, social, and educational advancements.

Unit X: Human Rights

- Interpret current world affairs and their influence on basic human rights, recognizing the importance of upholding these rights in all contexts.
- Define basic human rights, exploring their significance in ensuring dignity, equality, and freedom for all individuals.
- Examine the concept of poverty and related theories, understanding its causes, effects, and implications on society.
- Analyze the distribution of poverty in Pakistani society, identifying key areas most affected by economic hardship.
- Evaluate the impact of poverty on health in Pakistan, focusing on how socio-economic factors contribute to health disparities.
- Explore the relationship between poverty and health, examining how limited resources and access to care exacerbate health issues.
- Discuss the nurse's role in patient-centered health care, emphasizing how nurses can advocate for human rights, address health inequalities, and support vulnerable populations.

Unit XI: Migrating Families and Health

- Identify the factors influencing immigration and emigration, including social, economic, and political determinants.
- Examine the stages of cultural shock experienced by migrating families and their implications for adjustment.
- Analyze the challenges faced by immigrant populations, focusing on healthcare, social integration, and cultural adaptation.
- Evaluate the effectiveness of local health systems in addressing the healthcare needs of migrating populations.
- Explore the process of cultural change in immigrant families, considering the impact of migration on identity, values, and social norms.

Unit XII: Social Issue after Disasters

- Examine the psychological impact of disasters on individuals and communities, including trauma, stress, and anxiety.
- Analyze the social implications of disasters, such as displacement, family disruption, and changes in community dynamics.
- Evaluate the long-term psychological effects of disasters, including post-traumatic stress disorder (PTSD) and its influence on societal well-being.
- Assess the role of social support networks and healthcare systems in mitigating the psychological and social effects of disasters.

Guidelines for Paper Writing

1. During the first few weeks of the course identify an unresolved health or social issue that you may become aware of through any source (newspapers, discussion, TV program, clinical and community setting etc).
2. The topic must be current (of last one year) and have a significant effect on human health & society as a whole.
3. You must inform your faculty about your topic of interest prior to the due date
4. The paper should be limited to 1250-1500 words
5. Refer the attached guidelines for paper writing

Paper Writing Criteria

Name: _____ Topic: _____

Total marks obtained: _____ % Obtained: _____ /20%

	Remarks	Marks
Learners develops outline, shares and gets feedback from peer (title, 3 topic sentences and 3 supporting points) and submits to faculty		
Introduction		
Interesting beginning leading to thesis statement		
Thesis statement and plan of development Mentioned		
Background information		
Socio-cultural significance of paper, place and priority in health care/ social system		
Relation to health and role as a nurse or member of society		
Body		
Description of issue		
Implications of issue discussed with reference to health care/ social system		
Details supported by relevant, carefully selected resources		
Existing knowledge or practice challenged for accuracy and applicability		
Rationale for long term effects on health / society mentioned		

Point of view / stand summarized		
Ideas expressed are original and innovative		
Conclusion		
Key ideas summarized		
Author's views and recommendations Expressed		
Overall Organization		
All paragraphs support thesis		
Spelling, punctuation and capitalization Sentence structure, Proof reading evident		
Note: Refer appendix A for evaluation tool to be used for presentation		

Recommended Reading:

1. Transcultural Concepts in Nursing Care 7th Edition by Benjamin J. Lawner, Corey M. Slovis, Paul Pepe, Amal Matta
2. Griswold, W. (2012). Cultures and societies in a changing world. Sage.
3. Edelman, C., & Kudzma, E. C. (2021). Health promotion throughout the life span-e-book. Elsevier Health Sciences.
4. Wilkinson, R. G. (2020). The impact of inequality: How to make sick societies healthier. Routledge.
5. Giger, J. N., & Haddad, L. (2020). Transcultural nursing-e-book: Assessment and intervention. Elsevier Health Sciences.
6. Ray, M. A. (2016). Transcultural caring dynamics in nursing and health care. FA Davis.
7. Sagar, P. L. (Ed.). (2011). Transcultural nursing theory and models: Application in nursing education, practice, and administration. Springer Publishing Company.
8. Giger, J. N., & Powell-Young, Y. M. (2024). Transcultural Nursing-E-Book. Elsevier Health Sciences.
9. Purnell, L. D., & Fenkl, E. A. (Eds.). (2020). Textbook for transcultural health care: A population approach: Cultural competence concepts in nursing care. Springer Nature.

10. Carol Cox, Marie Hill - Professional Issues in Primary Care Nursing-Wiley-Blackwell (2010)
11. Community & Public Health Nursing (2nd Edition), Gail A. Harkness, Rossana F. Demarco
12. Practice Workbook of Community Health Nursing BT Basavanthappa
13. Public Health Nursing Practicing Population-based care with online access by Londrigan.

Year 4 -Semester – VII

Course Code	BSN: 671
Course Title	Critical Care Nursing
Credit Hours	7(2+4+1)

Course Description

This course provides an in-depth exploration of advanced nursing concepts, diagnostic reasoning, and evidence-based interventions in critical care settings. It equips advanced practice nurses with the knowledge and skills necessary to manage complex, high-acuity patients with multisystem disorders.

Course Learning Outcome

- Analyze critically the assessment data of the patient incorporating physical, psychological, social, emotional, and spiritual aspects of care.
- Integrate the diagnostic data and lab findings with the concepts of anatomy, physiology, pathophysiology, pharmacology, health assessment, and nutrition.
- Incorporate relevant literature in designing appropriate nursing care for the patients.
- Apply a variety of concepts and theories to the care of individuals and families, using the nursing process and Gordon's Functional Health Patterns as the framework.
- Demonstrate an awareness of legal and ethical standards in caring for patients with various disorders in a variety of clinical settings.
- Relate normal and altered physiological concepts to patient care in critical care and emergency settings.
- Discuss the concepts and principles of Disaster Management.

Teaching/Learning Strategies:

Lectures, Discussion (Interactive Strategies), group discussion, Panel discussion, case studies /situational analysis

Assessment Criteria:

Quiz	5%
Sessional/group presentation	10%
Midterm	25%
Assignment	10 %
Reflective diary	10 %
End Semester Exam	40%
Total	100%
Clinical Grade	Pass/Fail

Course Content:**Unit I: Foundations of Critical Care**

- Analyze the psychosocial and spiritual needs of critically ill patients to provide holistic nursing care.
- Examine stress and coping mechanisms in patients experiencing acute and chronic illness.
- Evaluate the importance of sleep and rest patterns in critically ill patients to promote recovery.
- Apply complementary and alternative therapies appropriately within the critical care setting.
- Explain theories related to bereavement, death, and dying and their implications for nursing practice.
- Assess factors influencing hope and quality of life among patients in critical care environments.
- Implement infection control measures to minimize risk in high-risk clinical settings.
- Plan and manage nutritional requirements for critically ill patients to ensure optimal outcomes.
- Critically appraise contemporary issues and emerging trends in critical care nursing.
- Demonstrate clinical competencies related to the assessment and management of critically ill patients

Unit 2. Comprehensive Advanced Patient Assessment

- Demonstrate advanced physical, psychological, social, emotional, and spiritual assessments to obtain a holistic understanding of patient health status.
- Utilize electronic health records (EHR) and diagnostic technologies effectively to support accurate and comprehensive patient assessment.
- Apply critical thinking and clinical judgment in the evaluation and interpretation of patient assessment data.
- Differentiate among potential diagnoses through the integration of advanced health assessment findings and clinical reasoning.
- Appraise specialized assessments for cardiovascular, respiratory, gastrointestinal, and neurological conditions to identify deviations from normal function.

Unit 3. Tools of Critical Care

- Analyze the principles and techniques of hemodynamic monitoring to interpret cardiovascular function accurately.
- Interpret intra-aortic balloon pump (IABP) monitoring and evaluate its effectiveness in supporting cardiac output and tissue perfusion.

- Examine ventilator care and implement evidence-based respiratory support strategies to optimize gas exchange and patient outcomes.
- Demonstrate proficiency in applying hemodynamic monitoring data to guide clinical decision-making and nursing interventions in critically ill patients.

Unit 4. Integration of Diagnostic and Laboratory Data in Clinical Decision-Making

- Interpret advanced laboratory results, imaging studies, and diagnostic tests to support accurate and timely clinical judgments.
- Correlate diagnostic and laboratory findings with underlying pathophysiological processes in cardiovascular, respiratory, gastrointestinal, and neurological disorders.
- Evaluate the pharmacological and nutritional implications of diagnostic data in the formulation of individualized disease management plans.
- Appraise emerging diagnostic and technological innovations relevant to evidence-based nursing practice.
- Integrate multidisciplinary diagnostic information to enhance the quality and precision of clinical decision-making.

Unit 5. Evidence-Based Nursing Practice and Clinical Decision-Making

- Critically appraise current research evidence to integrate best practices into clinical decision-making and patient care.
- Develop and implement individualized, evidence-based, and culturally competent care plans to address diverse patient needs.
- Evaluate the effectiveness of nursing interventions and measure patient outcomes to ensure quality and safety in care delivery.
- Develop and apply advanced patient education and health promotion strategies for maintaining cardiac, respiratory, gastrointestinal, and neurological health.

Unit 6: Application of Advanced Nursing Theories and Frameworks

- Apply advanced nursing theories and conceptual frameworks to guide clinical decision-making and patient care practices.
- Apply Gordon's Functional Health Patterns to conduct holistic and comprehensive patient assessments.
- Analyze family dynamics and implement appropriate psychosocial interventions to promote optimal health outcomes.
- Evaluate case studies involving cardiovascular, respiratory, gastrointestinal, and neurological disorders to demonstrate theory-based clinical reasoning.

Unit 7: Legal and Ethical Considerations in Advanced Nursing Practice

- Examine advanced legal frameworks and apply regulatory standards to ensure compliance in nursing practice.
- Analyze ethical dilemmas and demonstrate professional accountability in the delivery of critical care.
- Advocate for patient autonomy, human rights, and ethical decision-making within complex healthcare environments.
- Evaluate ethical challenges in end-of-life care and formulate appropriate nursing responses for complex patient situations.

Unit 8: Disaster Management and Emergency Preparedness

- Describe advanced nursing roles and demonstrate professional responsibilities in disaster and emergency situations.
- Explain the phases of disaster management — mitigation, preparedness, response, and

recovery — and apply them in clinical and community settings.

- Demonstrate mass casualty triage and coordinate disaster response efforts using principles of crisis management and leadership.
- Analyze ethical considerations and provide mental health support for individuals and teams affected by disasters.
- Integrate disaster response strategies for managing cardiac, respiratory, gastrointestinal, and neurological emergencies.
- Implement effective triage and manage care priorities during multi-casualty incidents to optimize patient outcomes.

Unit 9: Advanced Critical Care and Emergency Nursing

- Appraise management of critically ill patients with cardiovascular, respiratory, gastrointestinal, and neurological conditions using evidence-based clinical interventions.
- Perform trauma and hemorrhage management procedures to stabilize patients and prevent further complications.
- Analyze life-threatening emergencies and implement timely critical interventions to ensure patient survival.
- Assess and manage patients presenting with poisoning and drug overdose through appropriate emergency protocols.
- Differentiate types of shock, explain their pathophysiology, and apply effective management strategies.
- Interpret advanced hemodynamic monitoring data to guide clinical decision-making in critical care settings.
- Execute rapid response nursing interventions during emergency situations to maintain patient stability.
- Demonstrate proficiency in advanced life support techniques, trauma care, and apply critical decision-making skills in complex clinical scenarios.

Recommended Books

1. Urden, L. D., Stacy, K. M., & Lough, M. E. (2022). *Critical care nursing: Diagnosis and management* (9th ed.). Elsevier.
2. Burns, S. M. (2023). *AACN essentials of critical care nursing* (5th ed.). McGraw Hill.
3. Marino, P. L. (2021). *The ICU book* (4th ed.). Wolters Kluwer.

Course Code	BSN: 672
Course Title	Leadership and management
Credit Hours	3(2+1+0)

4. Course Description:

This course is designed to provides the foundational knowledge and skills necessary for effective leadership and management in healthcare settings. It covers key concepts in leadership theories, management strategies, decision-making, team collaboration, and organizational dynamics. The course emphasizes developing critical thinking, communication, and conflict resolution skills for nurse leaders, while exploring ethical considerations, quality improvement, and the nurse manager's role in ensuring safe, efficient patient care within multidisciplinary teams.

5. Course Learning Outcomes:

By the end of this course, students are expected to:

1. Define leadership and management and differentiate between them.
2. Differentiate various management systems within and related to the health care system by utilizing various organizational theories.
3. Integrate various theories in relation to leadership, management, problem-solving and decision making, motivation, managing change and conflict management.
4. Explain the structures and functions of organizations.
5. Discuss the functions of management (planning, organizing, staffing, directing, and controlling) the available resources effectively and efficiently for achieving the goals of the organization.
6. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in leadership decision-making process.
7. Describe the contribution of Information Technology to efficiency and effectiveness of nursing.

6. Teaching/Learning Strategies:

Lectures, Discussion (Interactive Strategies), group discussion, Panel discussion, case studies /situational analysis

7. Assessment Criteria:

Quiz	5%
Sessional/group presentation	10%
Reflective diary	10 %
Midterm	25%
Assignment	10 %
End Semester Exam	40%
Total	100%
Clinical Grade	Pass/Fail

8. Course Content:

Unit I: Health care Organizations and Structure

- Define and differentiate between various types of health care organizations (e.g., hospitals, clinics, long-term care facilities).
- Analyze the role of each type of health care organization in the delivery of care.
- Identify and describe different organizational structures (e.g., functional, matrix, divisional).
- Evaluate the impact of organizational structure on healthcare delivery and staff collaboration.
- Distinguish between formal and informal structures in health care organizations.
- Explain how formal and informal structures influence communication and decision-making.

- Define staff and line relationships within a healthcare organization.
- Discuss the significance of these relationships in organizational efficiency and patient care.
- Explain the concepts of organizational redesign and restructuring in healthcare settings.
- Analyze the benefits and challenges of organizational change in health care organizations.
- Discuss the role of organizational structure in achieving health care goals and contribute to quality patient care and staff satisfaction.

Unit II: Management, Functions and Their Application to Nursing Strategic

Planning

- Define key management terms (e.g., leadership, delegation, accountability, authority).
- Apply management terminology to real-world healthcare scenarios.
- Identify and describe the different levels of management in healthcare organizations (e.g., top, middle, and front-line management).
- Analyze the responsibilities and roles at each level of management.
- Explain the fundamental principles of management (e.g., planning, organizing, leading, controlling).
- Apply these principles to healthcare management scenarios.
- Discuss key management theories (e.g., classical, behavioral, contingency).
- Evaluate the application of these theories in healthcare management contexts.
- Identify strategies for coordinating material and human resources to meet organizational goals.
- Describe the five functions of management: planning, controlling, organizing, directing, and evaluating.
- Define the role and responsibilities of a manager in healthcare.
- Identify key attributes of an effective nurse manager.
- Describe the roles and functions of a nurse manager in their area of administration.
- Explain the concepts and principles of strategic planning in nursing management.

Unit III: Leadership Theories and Styles

- Define and differentiate between the roles of a manager and a leader in healthcare settings.
- Explain how managers and leaders contribute to the success of health care organizations.
- Identify and describe the key roles and responsibilities of an effective leader in healthcare.
- Discuss the impact of effective leadership on team performance and patient outcomes.
- Outline strategies for developing leadership skills in healthcare.
- Explain how self-awareness, communication, and adaptability contribute to effective leadership.
- Identify and explain different leadership styles (e.g., autocratic, democratic, transformational, transactional).
- Analyze the application of various leadership styles in healthcare

environments.

- Discuss key leadership theories (e.g., trait theory, situational leadership, transformational leadership).
- Evaluate the relevance and application of these theories in healthcare leadership.
- Define and compare leadership and management in healthcare.
- Analyze the distinct yet complementary roles of leadership and management in achieving healthcare goals.

Unit III: Motivational Theories

- Describe Maslow's Hierarchy of Needs and its application in motivating individuals.
- Explain Herzberg's Two-Factor Theory and its implications for workplace motivation.
- Discuss Vroom's Expectancy Theory and how it influences behavior in educational settings.
- Analyze the principles of Self-Determination Theory and its relevance to intrinsic and extrinsic motivation.
- Compare and contrast various motivational theories and their impact on individual and group behavior in nursing practice.

Unit IV: Power and Politics Nursing

- Define the concepts of politics, power, and policy in the context of nursing and healthcare.
- Explain the relationship between politics, power, and policy in shaping nursing practice and healthcare delivery.
- Identify and describe the different types of power (e.g., legitimate, expert, referent, coercive, reward).
- Explain how each type of power influences nursing practice and organizational dynamics.
- Identify the various sources of power in healthcare settings (e.g., organizational authority, expertise, network connections).
- Analyze how nurses can leverage these sources of power to advocate for patients and improve care.
- Discuss the importance of nurses developing political awareness and understanding of political strategies.
- Explain how political awareness empowers nurses to influence decision-making and policy in healthcare.
- Describe how nurses can use power constructively to advance the profession and improve patient care.
- Discuss strategies for using power to foster collaboration, advocate for resources, and influence policy and practice.

Unit V: Change Management

- Define change.
- Discuss categories and types of change.
- Understand different change theories.

- Integrate any of the change theories in given situation Lewin's theory and steps of change in a ward situation.
- Learn about the techniques for dealing with resistance.
- Learn about the skills that a change agent should possess.

Unit VI: Problem Solving and Decision Making

- Define the terms decision making and problem solving.
- Discuss the importance of critical thinking in decision making.
- State the importance of decision making and problem solving.
- Identify the types of decision making.
- Identify the steps of decision making.
- Describe the models used for decision making.
- Describe the application of the models to a given situation
- Describe the problem-solving.
- Identify causes of problem solving.
- Discuss the process of problem solving and its application to clinical and administrative situations.
- Write down the skills and barriers for problem solving.
- What is difference between problem solving and decision making.
- Identify the strategies and significance of negotiation and collaboration in MDT.

Unit VII: Communication in Management

- Define communication
- Understand its types and process
- Review the basic principles of communication.
- Describe the different direction of communication
- Describe the factors influencing communication.
- Understand the role of communication in leadership.
- Describe the importance of formal and informal channels of communication in organizations.
- Understand key concepts and importance of interpersonal communication healthcare.

Unit VIII: Conflict Resolution & Management

- Define conflict in healthcare settings and its impact on teams and organizations.
- Identify and explain different types of conflict (e.g., interpersonal, organizational).
- Discuss the benefits and drawbacks of conflict in healthcare environments.
- Identify common causes of conflict in healthcare (e.g., communication, role ambiguity).
- Describe different types of conflict (e.g., task, relationship, value conflict).
- Explain techniques for managing conflict (e.g., negotiation, mediation, collaboration).

Unit IX: Resource Management Financial Management

- Describe the purpose of budgets.

- Differentiate and manage different types of budgets.
- Understand the importance of budget for nurses.
- Apply specific terminology of budget.
- Discuss goals setting to establish budget.
- Discuss the elements of preparing, controlling and monitoring budget.
- Determine the efficiency of selected budget.
- Describe the application of budgeting in their specific institution

Unit X: Human Resource Management: Staffing & Scheduling and Staff Development

- Define Human Resource management,
- Discuss the different strategies for staff management.
- Describe the recruitment process.
- Understand staffing and scheduling
- Understand the importance of staff retention and staff development.
- Understand the importance of delegation.

Unit XI: Workload Management

(Models for Nursing Care Delivery System “Success or failure in business depends on whether people work together effectively in teams.”)

- Define Work load management.
- Understand different patient care processes, input, through put and output.
- Define efficiency, productivity and effectiveness.
- Define the different types of Nursing Care Models.
- Describe the advantages and disadvantages of each model.
- Discuss application of these models in patient care areas of the hospital.
- Identify advantages and disadvantages of models.
- Application of these models in patient care areas of the hospital.

Unit XII: Performance Appraisal

- Define the term Performance Appraisal.
- State the purpose of performance appraisal.
- Understand the different evaluation philosophies.
- Describe the process of performance appraisal.
- Describe the components, methods and types of evaluation.
- Understand the potential problems, errors and strategies to reduce them.
- Define counseling and know the types.
- Describe the process of counseling and its importance to performance appraisal and managing with challenging / difficult personnel.

Unit -XIII: Quality Management System

- Describe the historical elements fostering implementation of quality management system.
- Discuss the relationship between Total Quality Improvement (TQI), Total Quality Management (TQM), and Quality Management System (QMS).
- Describe the characteristics and process of quality management system.
- Define performance improvement standards.

- Identify the role of the nurse manager in the quality management process.
- Discuss Nursing role in risk management.
- Delineate the type of risk involve in health care setting.
- Discuss key behaviors for handling customers" complaints.
- Analyze the Plan Do Check & Action (PDCA) cycl

Unit-XIV: Accreditation for Institutions

- Describe Historical background of the accreditation of institution.
- Define Accreditation.
- Discuss importance of accreditation in growth of the institutions.
- Differentiate between ISO 9000 and JCIA.
- Discuss the implementation of these standards in other hospitals/organization.

Unit XV: Hospital Management System (HMS)

- Define Management Information System (MIS)
- Understand different Information system used in hospital setting.
- Describe different obstacles with Nursing Information System (NIS).
- Describe the role of a nurse manager in application of this technology.
- Discuss ethical consideration in NIS.
- Understand Nursing Informatics and its implication in nursing profession.
- Describe the contribution of Information technology to efficiency and effectiveness of nursing.

Assignment (based on leadership role)

Guidelines

1. Describe one situation/incident that you have observed during your management rotation how it was resolved.
2. Identify and describe what management process can be applied there. E.g. problem solving, conflict management, communication, Decision making. Give your rationale(s).
3. Undertake a literature search related to the chosen management process or principle and discuss in the light of cause & effects Perspective.
4. Explain if you were in that situation how you would have handled the situation. (Use problem solving steps).

GROUP PRESENTATION

Guidelines

Each group will prepare a 30 minutes presentation on selected topic from the list given below. The presentation will be evaluated based on the following guidelines and attached checklist

- Organization of Presentation
- Content (Introduction, body, conclusion)
- Teaching learning strategies
- Presentation Style

Topic for presentation

- Attrition & retention
- Mentor-ship
- Employee orientation
- Counseling
- Staffing & scheduling
- Staff development
- Incident reporting
- Customer's Satisfaction
- Job satisfaction
- Safety & Risk management
- Transformational & Transactional leadership
- Empowerment in Nursing
- Quality assurance
- Clinical Pathway.
- Job Stress and Job performance
- Collected Bargaining
- Commission of new unit.

Specific Clinical Objectives for Leadership and Management**A: Utilize effective communication skills to interact with nurses, preceptors, members of the health care team and instructors.**

- Give unit report to the head nurse.
- Hand over report to the on-coming shift.
- Interact with the patients, family and visitors.
- Take and deliver telephone messages.
- Go on rounds with the doctors and give information on patients' condition.

B: Utilize problem solving skills for effective decision making in management.

- Spend a day at the nursing counter and try to deal with issues related to diet, Pharmacy, medical treatment, nursing care and visitors' issues and concerns.
- Transcribe Doctor's orders.

C: Under supervision, assign patient care.

- Work at staffing assignment for the on-coming shift.
- Organize meal breaks for staff.
- Observe the head nurse requesting extra staff as necessary from the manager/supervisor.

D: Under supervision evaluate and supervise patient care.

- Do patient rounds with the Head nurse or In-charge nurse, and conduct one unit round independently.

- Observe the care being given to the patients.
- Give care to assigned patients.
- Evaluate the care being given to the patients.
- Intervene as necessary to maintain quality patient care, e.g., modify assignment accordingly and observe staff counseling session if possible.
- Discuss the concept of quality assurance with the preceptor.
- Observe/assist in performance appraisal if possible.

E: Other Functions:

- Demonstrating an understanding of the importance of medication related policies.
- Take over of crash cart and narcotic cupboard.
- Observe and discuss risk management as it is applied in the units especially for fire, electric shocks, accidents, falls, infection etc.
- Learn about different ward records that are maintained in the units.
- Observe the role of the In-charge nurse in relation to ward management and learners teaching.
- Observe and discuss about the qualities/characteristics of a leader with faculty or in post Conferences.
- Fill out requisition forms forward equipment and supplies for the unit and understand the System of procuring equipment (CSSD) and supplies for the unit.
- Discuss incident reporting and try to fill one incident form.
- Discuss with your preceptor budgeting and the measures to control expenses

Recommended readings:

1. Kathleen Masters - Role Development in Professional Nursing Practice- Jones & Bartlett Learning (2021)
2. Beth Perry Black - Professional Nursing_ Concepts & Challenges- ELSEVIER (2019) Nursing Now!: Today's Issues, Tomorrow's Trends 4th Edition
3. Joann Zerwekh, Ashley Zerwekh Garneau - Nursing Today_ Transition and Trends- Elsevier (2022)
4. Carol J. Huston - Professional Issues in Nursing_ Challenges and Opportunities- Lippincott Williams & Wilkins_ Wolters Kluwer (2014)
5. Tonia Aiken - Legal, Ethical, and Political Issues in Nursing-F.A. Davis Company (2004)
6. Margaret A. Burkhardt, Alvita Nathaniel - Ethics and Issues in Contemporary Nursing-Delmar Cengage Learning (2013)
7. Dr Rebecca Jones - Nursing Leadership and Management_ Theories, Processes and Practice-F.A. Davis Company (2007)
8. Advanced Practice Nursing 5th Edition Kathyran Blair
9. Role development for the nurse practioner by Stewart
10. Professional Nursing Concept, Anita Finkelman
11. Effective Leadership and Management in Nursing, Eleanor J. Sukivan
12. Nursing Administration B. T. Basavanthappa

13. Leadership roles and management functions in Nursing theory and application with online access by Marquis.

Course Code	BSN: 673
Course Title	Introduction to Nursing Research
Credit Hours	3 (3+0+0)

1. Course Description:

This course provides in-depth knowledge and clinical application of evidence-based practice to enhance advanced nursing practice across various healthcare settings. It enables students to address societal needs by delivering therapeutic care to individuals, families, and communities. Through clinical judgment, students assist clients in achieving optimal health and adapting to changes in health status. Students will select a practicum experience related to their area of interest, such as Clinical Education, Clinical Management, Healthcare Systems, or Occupational Health Nursing. The course fosters leadership qualities, including critical thinking, problem-solving, and decision-making skills.

2. Course Learning Outcomes:

On completion of course, learners will be able to:

1. Identify and describe the components of the systematic research process as it applies to knowledge development in nursing.
2. Differentiate between qualitative and quantitative research approaches.
3. Articulate ethical considerations and adhere to regulatory standards for the protection of human subjects in research.
4. Critically appraise research studies for their methodological rigor and assess their applicability to nursing practice.
5. Evaluate the relevance and apply research literature within specific nursing contexts.
6. Implement evidence-based practice principles into nursing care strategies.

3. Teaching /Learning Strategies:

Lectures, Discussion (Interactive Strategies), small group discussion, critique (Qualitative, quantitative)

4. Assessment Criteria:

Quiz	5%
Sessional/literature Review	10 %
Midterm	25%
Critique : Quantitative & Qualitative	20 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Introduction to Nursing Research

- Describe the steps in the research process, from formulating research questions to disseminating findings.

- Identify Research Methodologies: Identify and explain different types of research methodologies used in nursing.

Unit II: Ethics in Research

- Describe the role of Institutional Review Boards (IRBs) and the ethical approval process in research.
- Apply Ethical Principles: Explain informed consent, confidentiality, and participant protection in research studies.

Unit III: Selecting and Identifying the Research Problem/Purposes

- Identifying research gaps and areas for investigation in nursing practice
- Formulating clear and concise research questions and hypotheses
- Defining research purposes and objectives to guide the research process

Unit IV: Quantitative Research Design

- Describe quantitative research methods used in nursing.
- Differentiate between experimental, quasi-experimental, and non-experimental research designs.
- Identify sampling techniques used in quantitative research.
- Determine sample size for quantitative research studies.
- Identify data collection methods (surveys, observations, interviews, secondary data analysis) in nursing research.
- Describe data analysis techniques (descriptive and inferential statistics) in nursing research.
- Interpret research findings and draw conclusions from quantitative data.

Unit V: Qualitative Designs

- Identify and explain phenomenology, grounded theory, and ethnography in nursing research.
- Demonstrate data collection techniques: Conduct interviews, focus groups, and observations in qualitative studies.
- Analyze qualitative data: Utilize thematic analysis, content analysis, and constant comparative methods to interpret qualitative data

Unit VI: Critiquing Research Studies

- Assess the research problem, methodology, results, and implications in a research study.
- Apply established criteria to evaluate the quality and rigor of research studies.
- Critique research articles by identifying strengths, limitations, and suggesting areas for improvement.

Unit VII: Utilizing Nursing Research/Evidence-Based Practice

- Integrate research evidence into clinical decision-making and nursing practice.
- Identify Barriers and Facilitators: Analyze barriers and facilitators to implementing evidence-based practice in healthcare settings.

Guidelines for Critiquing a Research Report: Qualitative/Quantitative

1. Statement of Phenomenon of Interest

- Is the phenomenon of interest clearly identified?
- Has the researcher identified why the phenomenon requires a qualitative format?
- Are the philosophical underpinnings of the research described?

2. Review of the literature

- The review is to the study.
- Documentation of sources is current, clear and complete.
- The relationship of the problem to previous research is clear.
- There is a range of opinions and varying points of view about the problem.
- The review concludes with a brief summary of the literature and its implications for the problem.

3. Purpose

- Is the purpose of conducting the research made explicit?
- Does the researcher describe the projected significance of the work to nursing?

4. Study Design

- Is the design appropriate and compatible with the purpose of the research?

5. Sampling report

- Does the researcher describe the selection of participants? Is purposive sampling used?
- Are the informants who were chosen appropriate to inform the research?

6. Data Collection

- Is data collection focused on human experience?
- Does the researcher describe data collection strategies? [i.e. interview, observation, field notes]
- Is protection of human subjects addressed?
- Is saturation of the data described?
- Are the procedures for collecting data made explicit?

7. Data Analysis

- Does the researcher describe the strategies used to analyze the data?
- Does the reader understand the procedures used to analyze the data?
- Does the researcher address the credibility, audibility, and fittingness of the data
- Credibility

- Do the participants recognize the experience as their own?
- Audibility
- Can the reader follow the thinking of the researcher?
- Does the researcher document the researcher process?
- Fittingness:
 - Can the findings be applicable outside the study situation?
 - Are the results meaningful to individual not involved in the research?
 - Is the strategy used for analysis compatible with the purpose of the study?
- Findings
 - Are the findings presented within a context?
 - Is the reader able to understand the essence of the experience as reported in the findings?
- Are the researcher's interpretations true to the data?
- Does the researcher place the report in the context of what is already known about the phenomenon?
- Conclusion, implications, and recommendations
 - Do the conclusions, implications, and recommendations give the reader a context in which to use the findings?
 - Do the conclusions reflect the findings of the study?
 - Are recommendations for future study offered?
 - Is the significance of the study to nursing made explicit?

Recommended readings:

1. Geri Lobiondo-Wood_ Judith Haber - Nursing Research, Methods and Critical Appraisal for Evidence-Based Practice-Mosby (2017)
2. Helen Streubert Speziale, Helen J. Streubert, Dona Rinaldi Carpenter - Qualitative Research in Nursing_ Advancing the Humanistic
3. Carol Boswell, Sharon Cannon - Introduction to Nursing, Research_ Incorporating Evidence-Based Practice-Jones & Bartlett Learning (2018)
4. Basic Concepts in Planning Nursing Research from Question to Proposal, Marilyn J. Wood Janet C. Ross-Kerr
5. Evidence-based practice for nurses' appraisal and application of research with online access 4th ed. by Schmidt
6. Nursing Research Generating and Assessing Evidence for nursing practice with online access 9th ed. by polit
7. Understanding Nursing Research. Building an evidence-based practice Burns & Grove

Course Code	BSN 674
Course Title	Entrepreneurship.
Credit Hours	2(2+0+0)

1. Course Description:

This course provides in-depth knowledge and clinical application of evidence-based practice to enhance advanced nursing practice across various healthcare settings. It enables students to address societal needs by delivering therapeutic care to individuals, families, and communities. Through clinical judgment, students assist clients in achieving optimal health and adapting to changes in health status. Students will select a practicum experience related to their area of interest, such as Clinical Education, Clinical Management, Healthcare Systems, or Occupational Health Nursing. The course fosters leadership qualities, including critical thinking, problem-solving, and decision-making skills.

2. Course Learning Outcomes:

1. Knowledge of fundamental entrepreneurial concepts, skills and process.
2. Understanding on different personal, social and financial aspects associated with entrepreneurial activities.
3. Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on export businesses;
4. Ability to apply knowledge, skills and competencies acquired in the course to develop a feasible business plan.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), small group discussion,

4. Assessment Criteria:

Quiz	5%
Sessional (SEQs, SAQs)	10%
Midterm	25%
Assignment/Project /Business plan	20 %
End Semester Exam	40%
Total	100%

5. Course Content:

Unit I: Introduction to Entrepreneurship:

- Explain the concept and definition of entrepreneurship.
- Identify reasons and motivations for becoming an entrepreneur.
- Describe the key steps involved in the entrepreneurial process.
- Explain how entrepreneurship contributes to economic development.

Unit II: Entrepreneurial Skills:

- Analyze the characteristics and qualities of successful entrepreneurs, with insights from their successes and failures.
- Demonstrate key entrepreneurial abilities such as creative and critical thinking, innovation, and risk-taking.

Unit III: Opportunity Recognition and Idea Generation:

- Identify and evaluate entrepreneurial opportunities and strategies for their exploitation.
- Apply innovative idea generation techniques for developing entrepreneurial ventures.

Unit IV: Marketing and Sales

- Identify and segment target markets for entrepreneurial ventures.
- Explain the Four P's of Marketing (Product, Price, Place, Promotion) and their relevance in business strategy.
- Develop a comprehensive marketing strategy for an entrepreneurial venture.
- Explain the importance of branding and its role in the success of a business.

Unit V. Financial Literacy

- Define and explain basic concepts of income, savings, and investments.
- Describe basic concepts of assets, liabilities, and equity in business finance.
- Explain the basics of revenues and expenses in entrepreneurial ventures.
- Understand the concept and importance of cash flows in business operations.
- Identify various banking products, including Islamic modes of financing, and their role in business.
- Evaluate different sources of funding for startups, including angel financing, debt financing, and equity financing.

Unit VI. Team Building for Startups:

- Identify the key characteristics and features of effective teams in startup environments.
- Demonstrate team-building techniques and effective leadership strategies for startup success.

Unit VII. Regulatory Requirements to Establish Enterprises in Pakistan:

- Differentiate between various types of enterprises (e.g., sole proprietorship, partnerships, private limited companies) in Pakistan.
- Explain the importance of intellectual property rights and the mechanisms for their protection in Pakistan.
- Describe the regulatory requirements for registering an enterprise in Pakistan, with a focus on sports firms.
- Outline the taxation and financial reporting obligations for enterprises in Pakistan.

Recommended Reading:

- 1.Barlett, Christopher A., and Sumantra Goshal. Strategy & Leadership - Latest Edition
- 2.Carrier, Camille., Entrepreneurship in Large Firms and SMEs. A Comparative Study – Latest Edition
- 3.Donald F. Kuratko, Richard M. Hodegetts, Entrepreneurship, Theory, Process and Practise - Latest Edition
- 4.Entrepreneurship new venture creation by David H. Holt - Latest Edition
- 5.Entrepreneurship: Successfully Launching New Ventures by Bruce R. Barringer, Duane Ireland, Latest Edition
- 6.Essentials of Entrepreneurship and Small Business Management, Norman M. Scarborough, Latest Edition
- 7.Hisrich and Peters, Entrepreneurship, McGraw-Hill – Latest Edition
- 8.Kagan, Daniel. (Latest Edition), Why Entrepreneurs ignore good advice: A study in non-linearity and Ego. Human System Management Vol14, no 4, pp327-33.
- 9.Pitts R.A. and Snow C.C., Strategies for Competitive Success, Johan Willy - Latest Edition
- 10.Thomas W. Zimmer, Norman M, Essentials of entrepreneurship and small business management, Prentice Hall - Latest Edition

Course Code BSN: 675

Course Code	BSN 675
Course Title	Elective
Credit Hours	2(2+0+0)

Course to be developed

1

Year IV -Semester VIII

Course Code	BSN 681
Course Title	Geriatric Nursing
Credit Hours	3(1.5+1.5+0)

1. Course Description:

This course on Geriatric Nursing equips students with the essential skills and knowledge to provide comprehensive care to older adults. It covers the physiological, psychological, and social aspects of aging, focusing on managing chronic conditions, promoting wellness, and addressing end-of-life issues. Clinical experiences and case studies will enhance practical understanding and application of geriatric nursing principles.

2. Course Learning Outcomes:

On completion of this course students will be able to:

1. Comprehend the physiological, psychological, and social aspects of aging, and how these factors influence the health and well-being of older adults.

2. Develop skills in conducting thorough assessments, including physical, cognitive, and psychological dimensions, to identify the unique needs of elderly patients.
3. Develop skills in conducting thorough assessments, including physical, cognitive, and psychological dimensions, to identify the unique needs of elderly patients.
4. Demonstrate competence in managing and coordinating care for older adults with chronic health conditions such as diabetes, arthritis, dementia, and cardiovascular diseases.
5. Develop strategies to promote healthy aging and prevent complications, focusing on lifestyle factors, preventive care, and health education.
6. Enhance communication skills to effectively interact with elderly patients, their families, and interdisciplinary healthcare teams, considering factors like sensory impairments and cognitive changes.
7. Understand the complexities of medication management in the elderly population, including dosage adjustments, polypharmacy considerations, and monitoring for adverse effects.
8. Recognize and address cultural considerations in providing care to a diverse older adult population, respecting individual values, beliefs, and preferences.
9. Navigate ethical dilemmas commonly encountered in geriatric nursing, including issues related to autonomy, informed consent, and end-of-life care.
10. Develop proficiency in nursing interventions specific to geriatric care, such as mobility support, falls prevention, and skin integrity management.
11. Collaborate with healthcare professionals from various disciplines, including physicians, social workers, and physical therapists, to ensure comprehensive and coordinated care for older adults.
12. Acquire knowledge and skills in providing compassionate care for elderly individuals nearing the end of life, including pain management and support for patients and their families.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), Problem based learning / Case studies, Simulation Learning / Role play, Tutorial / small group discussion, CM / Clinical Concept Mapping

4. Assessment Criteria:

Quiz	5%
Sessional / Case Study Presentation	10 %
Midterm	25%
Assignment /Project	20 %
End Semester Exam	40%
Total	100%
Clinical Grade	Pass/Fail

5. Course Content:

Unit 1: Intro to Biological changes and assessment of elderly Population

- Understand the biological foundations of ageing, encompassing theories, the ageing process, and age-related changes.

- Identify and assess alterations in both physiological and psychosocial functioning associated with ageing.
- Describe the multifaceted impact of ageing on older adults, considering their physical, psychological, and social well-being.
- Analyze the broader societal and familial effects of aging, including implications for support systems and healthcare.
- Recognize and address the spiritual and sexual needs of older adults, while understanding and respecting cultural differences.
- Describe the psychosocial changes that occur in older adults, including shifts in roles and relationships

Unit II: Nutrition

- Explain the importance of dietary modifications for aging populations to address nutritional deficiencies.
- Identify the changing energy requirements of the elderly due to metabolic and physical activity changes.
- Develop balanced and age-appropriate dietary plans considering medical conditions and nutritional needs.
- Analyze the role of nutrition in preventing or managing degenerative conditions like osteoporosis and cardiovascular diseases.
- Discuss the significance of physical activity in maintaining nutritional balance and overall health in elderly individuals.

Unit III: Psychosocial Problems of elderly Population

- Explain major psychological theories of aging and their relevance to geriatric nursing.
- Describe the impact of personality, social, and family changes on the mental health of older adults.
- Identify causes, signs, and interventions for depression in the aging population.
- Analyze effective coping mechanisms for psychosocial challenges in aging.
- Describe family dynamics and interaction patterns affecting elderly individuals.
- Explain the responsibilities of the practical nurse in providing holistic care in geriatric settings.
- Identify strategies for promoting health and preventing illness in older adults.
- Differentiate between palliative, restorative, and rehabilitative care in the context of aging.

Unit IV: Common Conditions/diseases of elderly/ Common Health Issues in the Aging Population and Medical and Nursing Management

- Recognize the clinical manifestations and potential causes of fever, anemia, syncope, vertigo, anorexia, and memory loss in older adults.
- Implement appropriate nursing interventions and care strategies for these conditions.
- Identify common respiratory, cardiovascular, and renal diseases in the elderly and their implications for nursing care.
- Develop care plans for managing stroke and its long-term effects in the aging

population.

- Assess and manage metabolic disorders (e.g., diabetes) and musculoskeletal conditions (e.g., arthritis) in elderly patients.
- Identify CNS-related health problems like Parkinson's disease and dementia and their nursing implications.
- Recognize and address common digestive issues (e.g., constipation) and sensory impairments (vision and hearing loss) in older adults.
- Implement strategies for managing sleep disturbances common in aging.
- Understand the impact of premenopausal and genitourinary issues (e.g., incontinence) on elderly women.
- Assess and provide care for older adults with cancer, addressing physical, emotional, and psychological needs.

Unit V: Medication of Elderly

- Identify and describe common medications used to manage health issues in older adults (e.g., antihypertensives, analgesics, anticoagulants).
- Explain the physiological changes in the elderly that affect drug metabolism and responsiveness.
- Recognize the signs and symptoms of adverse drug reactions in elderly patients and implement appropriate interventions.
- Discuss the implications of polypharmacy and strategies to prevent drug interactions in the elderly.
- Apply principles of safe drug administration, including dosage adjustments, monitoring for side effects, and patient education for elderly individuals.
- Describe the nurse's role in ensuring proper medication management, including patient education, monitoring, and reporting adverse effects.
- Advocate for the safe use of medications and support adherence to prescribed drug regimens in elderly patients.

Unit VI: Communication Skills & Inter-professional Relationship

- Understand and apply effective communication processes and methods in healthcare settings, particularly with elderly patients and their families.
- Develop strategies to establish and maintain positive interpersonal relationships and communication with patients' families, healthcare staff, and colleagues.
- Demonstrate conflict resolution and teamwork skills in interdisciplinary settings.
- Understand the role of nurses within the multidisciplinary healthcare team and how to collaborate effectively for optimal patient outcomes.
- Apply guidance and counseling techniques to support patients and their families in navigating healthcare challenges, including end-of-life care and chronic illness management.

- Provide emotional and psychological support through therapeutic communication.

Unit VII: Elderly Care and Health Promotion/Risk and Prevention

- Describe the roles of old age homes, non-communicable disease (NCD) clinics, and NGOs in supporting elderly populations.
- Discuss the services provided to elderly individuals and the nurse's role in facilitating access to these resources.
- Identify common health risks for the elderly, including smoking, alcohol use, and social issues such as isolation and neglect.
- Discuss the impact of abuse, neglect, dependency, physical inactivity, falls, and accidents on elderly health.
- Assess and manage common sensory impairments in the elderly, including deafness and low vision, and provide appropriate interventions.
- Promote healthy nutrition, physical activity, and regular screening for elderly patients as part of a comprehensive health promotion plan.
- Develop strategies for preventing chronic diseases and maintaining optimal health in older adults.
- Implement strategies for preventing accidents and falls in the elderly.
- Advocate for the prevention of substance abuse, including alcohol, drugs, and smoking, and provide support for smoking cessation.

Unit VIII: Cultural Diversity in Elderly Care

- Define cultural diversity and explain its significance in providing patient-centered care
- to elderly individuals from diverse backgrounds.
- Identify the cultural values, beliefs, and practices that impact healthcare decisions and interactions with elderly patients.
- Demonstrate cultural sensitivity in providing care by respecting the elderly patient's preferences, traditions, and customs.
- Apply effective communication strategies to overcome language barriers and improve understanding when caring for elderly patients from different cultural backgrounds.
- Utilize culturally appropriate non-verbal communication techniques to ensure patient comfort and trust.
- Recognize and address cultural barriers that may affect health behaviors, access to care, and adherence to medical advice among elderly populations.
- Incorporate cultural preferences and values into individualized care plans for elderly patients, ensuring holistic and culturally competent care.
- Advocate for equitable healthcare access for elderly patients from culturally diverse backgrounds, promoting social justice and eliminating healthcare disparities.

Unit IX: Cultural Sensitivity and Ethical Considerations in Geriatric Nursing

- Overview of how culture shapes health beliefs, family roles, and end-of-life practices in older adults.
- Practical strategies for respectful and effective communication with diverse older adult populations.
- Ethical considerations surrounding decision-making capacity and obtaining informed consent in geriatric care.
- Navigating ethical challenges related to palliative care, life-sustaining treatments, and patient/family wishes.
- Recognizing and addressing ethical issues related to the protection and safety of vulnerable older adults.
- Application of ethical principles and frameworks to resolve common ethical conflicts in geriatric nursing

Recommended Reading:

1. Boltz, M., Capezuti, E., & Fulmer, T. T. (Eds.). (2024). Evidence-based geriatric nursing protocols for best practice. Springer Publishing Company.
2. Touhy, T. A., & Jett, K. F. (2021). Ebersole and Hess' Gerontological Nursing & Healthy Aging-E-Book. Elsevier Health Sciences.
3. Williams, P. A. (2022). Basic Geriatric Nursing-E-Book. Elsevier Health Sciences.
4. Williams, P. A. (2022). Basic Geriatric Nursing-E-Book. Elsevier Health Sciences.
5. Steffens, D. C., & Zdanys, K. F. (Eds.). (2022). The American Psychiatric Association Publishing Textbook of Geriatric Psychiatry. American Psychiatric Pub.

Course Code	BSN 682
Course Title	EXPOSITORY WRITING
Credit Hours	3 (3+0+0)

1. Course Description:

Expository Writing is sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the prerequisite course, Functional English, this course will enhance students' abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

2. Course Learning Outcomes:

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

1. Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.

2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), Tutorial / small group discussion, portfolio

Assessment Criteria:

Quiz	5%
Sessional	10 %
Midterm	25%
Scholarly writing	20 %
End Semester Exam	40%
Total	100%

4. Course Content:

Unit I: Introduction to Expository Writing:

- Define expository writing and its relevance in nursing documentation and patient education.
- Apply clarity, coherence, and organization to nursing reports and care plans.
- Write clear, structured paragraphs for effective communication in nursing practice.

Unit II. The Writing Process:

- Use pre-writing techniques such as brainstorming, free-writing, mind-mapping, listing, questioning, and outlining to organize ideas.
- Apply the three-stage process of drafting to create an initial version of written work.
- Revise and edit written content to ensure correct grammar, clarity, coherence, and conciseness.
- Conduct proofreading to fine-tune drafts and eliminate errors.
- Provide and receive constructive critique through peer review to improve written work.

Unit III. Essay Organization and Structure:

- Develop an introduction with a compelling hook and a clear introduction to the topic.
- Create a clear and focused thesis statement that presents the central idea of the essay.
- Write body paragraphs with topic sentences, supporting evidence, and transitional devices for clarity and flow.

- Develop a conclusion that reinforces the thesis, includes a type of concluding paragraph, and leaves a lasting impact.
- Use cohesive devices to create seamless connections between paragraphs and maintain logical flow throughout the essay.

Unit IV. Different Types of Expository Writing:

- Identify and apply the techniques of descriptive writing to convey detailed information about a topic.
- Use illustration writing to provide examples that clarify or support a concept.
- Demonstrate classification writing to organize ideas into categories based on shared characteristics.
- Analyze causal relationships and outcomes using cause and effect writing techniques.
- Explain step-by-step procedures effectively through process analysis writing.
- Analyze similarities and differences between topics through comparative analysis writing.

Unit V. Writing for Specific Purposes and Audiences:

- Distinguish between different writing purposes, such as to inform, analyze, persuade, and entertain.
- Demonstrate writing techniques for academic audiences, focusing on formality, objectivity, and adherence to academic conventions.
- Apply engaging, informative, and persuasive language when writing for public audiences.
- Adjust tone and style appropriately to suit specific writing purposes and target audiences.

Unit VI. Ethical Considerations:

- Identify and use credible sources, and evaluate information to ensure originality in writing.
- Use appropriate citation styles (APA, MLA, etc.) to properly cite and reference sources.
- Demonstrate skills in quoting, paraphrasing, and summarizing evidence effectively in writing.
- Apply ethical practices to avoid plagiarism by properly acknowledging all sources and following best practices in academic writing.

Practical application and capstone project:

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

Suggested Instructional/ Reading Materials:

1. The St. Martins Guide to Writing by Rise B. Axelrod and Charles R. Cooper.
2. They Say/I Say: The Moves That Matter in Academic Writing by Gerald Graff and Cathy Birkenstein.
3. Writing Analytically by David Rosenwasser and Jill Stephen.
4. Style: Lessons in Clarity and Grace by Joseph M. Williams and Joseph Bizup.
5. The Elements of Style by William Strunk Jr. and E.B.White
6. Good Reasons with Contemporary Arguments by Lester Faigley and Jack Selzer.
7. Writing to Learn: How to Write-and Think- Clearly About Any subject at All by William Zinsser.
8. The Norton Field Guide to Writing by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.
9. The art of Styling Sentences by Ann Longknife and K.D.Sullivan
10. Writing Today by Richards Johnson-Sheehan and Charles Paine
11. Walther, J. T. (2000). Technical Report Writing Today, by Daniel G. Riordan and Steven E. Pauley. JOURNAL OF TECHNICAL WRITING AND COMMUNICATION, 30(3), 288-289.
12. Baigent, M. (2005). Natural English: Reading & Writing Skills. Intermediate Resource Book. Oxford University Press.
13. Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2009). Handbook of technical writing. Macmillan.
14. Langan, J. (2013). Exploring writing: Sentences and paragraphs. McGraw-Hill.

Course Code	BSN 683
Course Title	Trends and Issues in Healthcare
Credit Hours	2 (2+0+0)

1. Course Description:

The course on Trends and Issues in Healthcare for BSc Nursing students aims to provide an understanding of contemporary challenges, emerging trends, and critical issues shaping the healthcare landscape. Students will explore topics such as healthcare policies, technological advancements, global health concerns, ethical dilemmas, and the role of nurses in addressing these issues.

2. Course Learning Outcomes:

On completion of this course students will be able to:

1. Enlist factors affecting the healthcare of a country.
2. Explain current and contemporary issues in health care from a global perspective.
3. Identify the role and anomalies of health care professionals in Pakistan.
4. Identify the role of health care financing on public health.
5. Analyze the challenges, issues, and responsibilities facing nurses as leaders in the
6. development of the profession at national and international levels.
7. Recognize the legal framework guiding and influencing health care practice.

8. Analyze the trends and issues influencing nursing workforce in Pakistan and throughout the world.
9. Demonstrate knowledge of current regulatory and ethical issues impacting the advancement of nursing practice, education, and research globally.

3. Teaching/Learning Strategies:

Lectures / Discussion (Interactive Strategies), Tutorial / small group discussion,

4. Assessment Criteria:

Quiz	5%
Sessional	10 %
Midterm	25%
Assignment /Presentation	20 %
End Semester exam	40%
Total	100%

5. Course Content:

Unit I: Technological Advancements and Health Care policy and Emerging Health Issues

- Overview of recent technological innovations such as electronic health records (EHRs), telemedicine, and health information technology (HIT).
- Examination of new models such as patient-centered care, value-based care, and integrated care systems.
- Analysis of recent health care policies, including the Affordable Care Act (ACA) and other regulatory changes.
- Exploration of emerging health trends such as chronic disease management, mental health awareness, and personalized medicine.
- Examination of current challenges related to health care costs, including rising expenses, insurance coverage issues, and funding for health services.
- Analysis of barriers to health care access, including geographic, socioeconomic, and systemic factors.
- Implementation of best practices and standards to enhance care quality and patient safety.

Unit II: Nursing Education: Past, Present, and Future

- Compare and contrast past and present nursing education models and predict future trends in nursing education.
- Analyze the impact of educational advancements on nursing practice and professional development.

Unit III: Nursing Licensure and Certification

- Understand the processes and requirements for nursing licensure and certification.
- Assess the significance of licensure and certification in ensuring nursing competence and public safety.

Unit IV: Professional Nursing Organizations

- Identify major professional nursing organizations and their contributions to the advancement of the nursing profession.
- Explore the benefits of membership and involvement in professional organizations for career development and advocacy.

Unit V: Transition in Nursing; Future of Nursing and Transition to Practice

- Discuss the challenges and strategies associated with transitioning from student to professional nurse.
- Examine future trends in nursing and their implications for practice and healthcare delivery.

Unit VI: Interprofessional Issues: Collaboration and Collegiality

- Define the principles of interprofessional collaboration and collegiality.
- Develop strategies to enhance teamwork and communication within healthcare teams.

Unit VII: Culture of Safety

- Explain the concept of a culture of safety and its relevance to nursing practice.
- Identify practices that contribute to maintaining a safe and effective healthcare environment.

Unit VIII: Quality and Performance Outcomes in the Healthcare System

- Assess quality and performance metrics in healthcare and their impact on patient outcomes.
- Explore methods for improving healthcare quality and performance through nursing interventions.

Unit IX: Evidence-Based Nursing Practice

- Apply evidence-based practice principles to clinical decision-making and patient care.
- Evaluate and utilize research findings to enhance nursing practice and patient outcomes.

Unit X: Nursing Disaster Preparedness

- Understand the importance of disaster preparedness and response in nursing.
- Develop skills for effective planning and management in disaster situations.

Unit XI: Cultural Diversity and Care

- Demonstrate cultural competence in providing care to diverse patient populations.
- Address the challenges and strategies for delivering culturally sensitive and appropriate care.

Unit XII: Ethical Decision Making and Moral Choices: A Foundation for Nursing Practice

- Analyze ethical dilemmas and make informed moral decisions in nursing practice.
- Understand the ethical principles and frameworks that guide nursing practice.

Unit XIII: Legal Issues in Nursing

- Examine legal issues and regulations pertinent to nursing practice.
- Apply legal principles to ensure compliance and protect patient rights.

Unit XIV: Nursing in the Global Healthcare Community

- Explore the role of nursing in global health initiatives and international healthcare challenges.
- Discuss strategies for addressing global health issues and promoting health equity world wide

Recommended Reading:

1. Roux, G., & Halstead, J. A. (Eds.). (2017). Issues and trends in nursing. Jones & Bartlett Learning.
2. McCracken, K., & Phillips, D. R. (2017). Global health: An introduction to current and future trends. Routledge.
3. Cherry, B., & Jacob, S. R. (2016). Contemporary nursing: Issues, trends, & management. Elsevier Health Sciences.

Course Code	BSN 684
Course Title	Elective
Credit Hours	3(0++0)

To be developed later on

Course Code	BSN 685
Course Title	Clinical Practicum
Credit Hours	4(0+4+0)

1.Course Description:

This clinical practicum will enable learners to review and integrate previously learned concepts in the various clinical setting. It will prepare them for their clinical practice as a professional nurse in a variety of settings. The focus of this practicum is the

application of knowledge and skills essential for clinical decision making for management of the individuals and their families in various health situations. Opportunities are provided to diagnose, plan, implement and evaluate, preventative and therapeutic interventions, as well as implement health promotion strategies. Students will have supervised opportunities with preceptors and faculty to achieve their clinical objectives

2. Course Learning Outcomes:

On completion of this course students will be able to:

1. Prepare for role transition to bedside nurse.
2. Utilize learned concepts in a clinical setting.
3. Enhance the clinical practice which provides the opportunity to students to become skillful through implementing theoretical knowledge into practical situations.
4. Develop professional growth and advancement through acquired knowledge and experience.
5. Augment continuous personal growth and development.
6. Successfully conduct a clinical project after exploring clinical related issues/incidents/ concerns which stimulate in-depth problem solving in consultation with their clinical faculty and the preceptor.

3. Teaching/Learning Strategies:

PBL (Problem Based Learning) sessions, group discussions, presentations, ongoing feedback from faculty, consultation and facilitation by preceptor in practice setting.

4. Assessment Criteria:

Preceptor Evaluation	20%
Practicum project (Group Presentation)	30 %
Case Study (Group)	20%
Reflective Writing	10 %
Portfolio	20%
Total	100%

5. Clinical Areas

Trauma & Emergency, Critical care, Gynae emergencies, Pediatric emergencies

6. Advanced Skills

1. Endotracheal Intubation
2. Cardiopulmonary Resuscitation (CPR) and Advanced Cardiac Life Support ACLS
3. X-ray Interpretation (Basic)
4. ECG Interpretation
5. Perioperative Preparation of Patients in Emergency
6. Trauma Patient Management
7. Chest Tube Insertion/Needle Thoracentesis
8. Central Line Insertion
9. Ventilator Management
10. Hemodynamic Monitoring
11. Advanced Wound Care
12. Administration of Blood Products
13. Medication administration via Infusion Pump
14. Fumigation and Sterilization of Instruments/Equipment
15. Performing Ascitic Tap
16. Assisting Lumbar Puncture
17. Assisting Pleural Tap
18. Tracheostomy Care
19. Ostomy care
20. Drug Dose Calculation and Continuous Infusion Protocols

7. Course Content

Week 1-2: Orientation and Basic Clinical Skills Refresher

1. Orientation to clinical sites
2. Refresher on basic clinical skills and protocols (CPR skills)

Week 3-4: Advanced Respiratory Care

1. Endotracheal Intubation
2. Ventilator Management

Week 5-6: Cardiovascular and Emergency Care

1. CPR
2. ECG Interpretation
3. Central Line Insertion

Week 7-8: Diagnostic Skills

1. X-ray Interpretation
2. Hemodynamic Monitoring

Week 9-10: Preoperative and Trauma Care

1. Preoperative Preparation in Emergency
2. Trauma Management

Week 11-12: Specialized Care Techniques

1. Chest Tube Insertion
2. Advanced Wound Care
3. Administration of Blood Products

Week 13-14: Integration and Application

1. Case studies and group projects
2. Reflective writing assignments

Week 15-16: Evaluation and Portfolio Completion

1. Preceptor evaluations
2. Practicum project presentations
3. Final portfolio submission

Rubrics for Assessments

Portfolio Rubric

Criteria	Exemplary (90-100%)	Proficient (80-89%)	Satisfactory (70-79%)	Needs Improvement (60-69%)	Unsatisfactory (<60%)
Completeness	Comprehensive and complete	Mostly complete	Adequately complete	Limited completeness	Poor completeness
Organization	Well-organized and structured weekly plan with all learning objective, learning resources strategies and outcomes	Mostly organized with some learning objective, learning resources strategies and outcomes	Adequately organized with few learning objectives, learning resources strategies and outcomes	Limited organization with missing learning objective, learning resources strategies and outcomes	Poor organization with no learning objective, learning resources strategies and outcomes
Critical Concept Maps	Excellent concept maps	Good concept maps	Adequate concept maps	Limited concept maps	Poor concept maps
Teaching Plans	Excellent teaching plans	Good teaching plans	Adequate teaching plans	Limited teaching plans	Poor teaching plans
Critical Incident Analysis	Excellent analysis	Good analysis	Adequate analysis	Limited analysis	Poor analysis
Advanced Skills Evidence	Comprehensive evidence	Good evidence	Adequate evidence	Limited evidence	Poor evidence

Reflective Writing

Criteria	Exemplary (90-100%)	Proficient (80-89%)	Satisfactory (70-79%)	Needs Improvement (60-69%)	Unsatisfactory (<60%)
Depth of Reflection	Deep and insightful reflection	Good reflection	Adequate reflection	Limited reflection	Poor reflection
Insight	Highly insightful and thoughtful	Mostly insightful	Adequately insightful	Limited insight	Poor insight
Writing Clarity	Clear and well-organized writing	Mostly clear writing	Adequate writing clarity	Limited clarity	Poor writing clarity
Critical Thinking	Exceptional critical thinking	Good critical thinking	Satisfactory critical thinking	Limited critical thinking	Poor critical thinking
Application to Practice	Strong application to practice	Good application to practice	Adequate application	Limited application	Poor application

Clinical Practicum, Project

A. Guidelines

Student will prepare a project after exploring clinical related concerns/incidents/issues which stimulate in depth problem solving in consultation with clinical faculty and preceptor. Formulate policies/protocols for identified problem or nursing practice in clinical, teaching sessions for a group of patient's families and nurses. Formulating booklet for patient education, mini survey, research activity etc. Make an action plan of the project and on completion of the project, write a project paper including the following steps utilized in the process. Also attach all the relevant documents related to the project in a file/ portfolio

B. Introduction to the problem and topic 5%

1. Very brief introduction of the topic or issue
2. The reason for selection of the topic

C. Assessment Phase 15%

1. What strategies have been used to assess the issue for example pretest /questionnaire/observation/experience?
2. Provide the evidence of the process by attachment

D. Planning Phase 20%

The steps of planning are appropriate and relevant to the problem. The process of planning could include negotiation with stakeholders, team members, collection of appropriate resources and literature etc

E. Implementation Phase 35%

Strategies used for implement the project for e.g., teaching, chart, pamphlets etc. Please attach the teaching plan, chart, pamphlet made to implement a project

F. Evaluation 15%

How have you evaluated the project for example teaching evaluation tool/ posttest/ clinical observations?

G. Limitations if any

H. Areas of weakness/improvement in the process 5%

I. Recommendation for future improvement 5%

Note: The project can be modified according to their situation after discussing with clinical faculty. Submission of written report is mandatory to get the clinical project grade. Strict with APA guidelines for writing project report. Report should be approximately 5-6 pages in length

Ser	Overall Competency	Unsatisfactory 1	Below Average 2	Average 3	Above Average 4	Excellent 5
1	Establish rapport with client/Staff/Preceptor					
2	Identify learning needs, goals and make objectives to learn advance skills and achieve them timely and reevaluate regularly					
3	Utilized correct strategies for need assessment of clinical issues/problems					
4	Integrate knowledge /problem solving/decision making/critical thinking skills into practices					
5	Consider existing guidelines and current practice standards in nursing care					

6	Incorporates research findings while practicing advanced nursing skills					
7	Actively seeks learning experience and opportunities to advance knowledge and skills in the clinical area					
8	Incorporates constructive feedback in improving skills for case assessment/management					
9	Establishes and maintains a collaborative relationship with health care colleagues					
10	Accepts and incorporates suggestion and guidance from preceptor and multidisciplinary team members					
11	Discusses professional and ethical situations in respectful and dignified manner					