

মূল মুদ্রণ কপি যথাশীঘ্র  
সরবরাহ করা হবে

# Curriculum for B.Sc. in Nursing

## Course Syllabus

### 2018



**Bangladesh Nursing and Midwifery Council**

Print Date: 15 January 2019

# Course Syllabus

## Communicative English and Information & Communication Technology (Paper-I & paper-II)

<b>Code</b>	: B111
<b>Theory</b>	: 108 hrs
<b>Laboratory</b>	: 88 hrs
<b>Practice Hrs</b>	: 0

### Course Description:

The course is designed to develop communication skills in English and computer and information technology (ICT) of the learners. Communicative English includes the basic grammatical structures of English and basic semantics, basic reading and listening techniques for constructing informal writings; reading selected English literature; listening to selected English media; use of expressions for easy communication in daily life such as exchanging information, greeting, shopping, application, past, present & future activities, liking & disliking etc; giving English oral presentations; and writing formal letters and essays. Study and practice in reading and writing on related topics from nursing textbooks/journals/magazines & note taking, referencing; improvement of reading and writing abilities with emphasis on review of vocabularies, sentence structure, organization, development of oral presentation; developing writing skills- Business letters, application & CV; report writing, editing, proof reading, translation and professional writings- meeting minutes; improvement of speaking and listening abilities with establishing communication and making arguments.

Computer and information technology is designed for understanding of using computer and information technology; its applications in nursing field; application programs for Microsoft Word processing, Microsoft Excel for spreadsheets, Power Point Presentations, Networking and Communication through internet and World Wide Web applications

### Goal

The goal of the course is to provide knowledge and skills to the students in Communicative English and Computer & Information Technology and its applications in Nursing.

## Objectives:

Upon completion of the course the students will be able to:

1. Apply basic grammatical structure and basic semantics in daily communication;
2. Read and comprehend health related abstracts or short essays;
3. Listen and comprehend short dialogues related to health issues;
4. Write a short essay or paragraph of not less than 100 words;
5. Speak and communicate in English in daily life;
6. Understand the basic concepts of computer and information technology ;
7. Identify the importance of computer in nursing science;
8. Demonstrate Microsoft Word for word processing;
9. Demonstrate Microsoft Excel for spreadsheets;
10. Apply Microsoft Power Point for slide presentations and graphic animations;
11. Access internet to retrieve information and make use of Website.

## Course requirement:

1. Class attendance: 80%
2. Lab attendance: 90%
3. Assignment: (Summery of writting, reading, listening, self reflection)
4. Present oral presentation on self selected topic (individual work)

## Teaching Methods

1. Brain storming
2. Lecture and discussions
3. Self-study
4. Group work
5. Assignment
6. Demonstration.
7. Practice on listening in language lab (where possible)

## Study Materials:

1. The text book to be followed: ***Headway (Elimentary)-4<sup>th</sup> Edition***
2. The text book to be followed: ***Headway (Pre-Intermediate)-4<sup>th</sup> Edition***
3. The text book to be followed: ***Headway (Intermediate)-4<sup>th</sup> Edition***
4. Shelly, G. B., Cashman, T. J., &Vermaat, M. E. (2006). *Discovering computers 2006: A gateway to information* (3<sup>rd</sup> ed.). Thomson Course Technology.
5. Shelly, G. B., Cashman, T. J., &Vermaat, M. E. (2003).*Office 2003: Introductory concepts and techniques* (2nd ed.) Thomson Course Technology.
6. Williams, B. K., Sawyer, S. C., & Sawyer, S. (2004). *Using information technology: A practical introduction to computers and communications* (6th ed.).
7. Introduction of Basic Computer, Windows and Office Packages (MS Word, Excel and PowerPoint) Provided by HRH Project in Bangladesh, DFATD

# D 111: Communicative English and Information & Communication Technology

## Paper I: Communicative English

**Theory** = 60 hrs  
**Lab** = 32 hrs

Course Outline	T	L	P
1. Verb to be, Possessive adjective, Adjectives, Everyday conversation, A Student's blog, Introducing self-etc	4		
2. Present simple, Question & negative, Verbs, describing jobs, Form filling etc.	2		
3. Present simple, Adverb of frequency, Verbs, Discussing town & country etc.	2		
4. Past simple, Expressing time, Regular verbs, Irregular verbs, Describing feeling, Describing things etc. Telling a story, Count & uncount nouns, Verbs.	2		
5. Comparative adjectives, Use of have got, Superlative adjectives, Asking for direction, Comparing things, Describing a place, Prepositions, Present continuous, Something/Nothing, Language of social occasions etc.	4		
6. Present perfect, ever & never, Yet & just, Tense revision, Going to for the future, Infinitive of purpose, How to make suggestions, Past participle etc.	2		
7. Naming tenses, Spoken English-sounding polite, Auxiliary verbs, Keeping vocabulary records, Expressing everyday situations, Writing informal letter etc.	4		
8. Present tenses, Passive, State verbs, Positive & negative adjectives, How to make small talk, Talking about self etc	2		
9. Past tenses, Spelling & Pronunciation, Giving opinions, Spoken English, A Shakespearian tragedy, Telling stories, Advice/Obligation/Permission, Phrasal verbs, Making polite request & offer, English songs etc	2		
10. Future forms, Word building, Arranging to meet, World weather warning, Discussion, Asking information questions, Describing people, place & things, Adjectives, Adverbs, Language in a department store, Spoken English etc.	2		
11. Present perfect, Words of likes & dislikes, Making right expressions, Language of interviews, Verb patterns, Body language, Idioms, Talking	2		

Course Outline	T	L	P
about self, Telling a story etc.			
12. Basic concepts and terminology used for describing reading skills, purposes of reading, potential barriers of reading	2		
13. Basic concepts and terminology used for describing listening skills, purposes of listening, Features of listening text, potential barriers of listening.	4		
14. Basic concepts and terminology used for describing speaking skills, Features of spoken English, Phonemic systems, Paralinguistic features	4		
15. Basic concepts and terminology used for describing writing skills, Stages of teaching writing, Beginner literacy, English spelling and punctuation.	4		
17. Group work on specific tasks (reading newspaper articles)	2		
18 Role play and debate based on nursing scenarios.	2		
19. Tenses, Making questions, Right & wrong words, Language of social expression, Describing friends etc.	2		
20. Present tenses, Have/Have got, Making conversation, Songs in English, Exchanging information etc.	2		
21. Past tenses, Regular & irregular verbs, Adverbs, Narrating stories, Making projects, Narrative writing, Much/Many/Some, Making requests, Exchanging information.	2		
22. Verb patterns, Future forms, Phrasal verbs, Expressing doubt & certainty, Discussion, Comparative & Superlative adjectives, Synonyms, Antonyms, Making projects, etc.	2		
23. Present perfect, Word ending, Word stress, Agreeing, Discussion, Have to/Should/Must, At the doctor's, Exchanging information, letter writing etc.	2		
24. Past perfect, Narrative tenses, Expressing feelings, Exclamation with so & such, Writing about a book or film Passives, Words that go together, Languages on the phone, The internet, Discussion etc.	2		
25. Present perfect continuous, Tense review, Language of birth/marriage/death, Preposition, saying thank you and goodbye, giving good news & bad news, exchanging information.	2		
26. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 1-2)		√	
27. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 3-4)		√	
28. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 5-6)		√	
29. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 7-8)		√	
30. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 9-10)		√	
31. Interactive word learning games.		√	

<b>Course Outline</b>	<b>T</b>	<b>L</b>	<b>P</b>
32. Role play based on nursing scenarios.		√	
33. Watching Educational movies with specific assignments.		√	
34. Group work on specific tasks (reading newspaper articles) and Health and Nursing related articles or journals as availability.		√	

Laboratory practice hours will be distributed by subject teachers according to requirements of the topic.

# Communicative English and Information & Communication Technology

## Paper II: Information & Communication Technology

Theory = 48 hrs  
Lab = 56 hrs

Course Outline	T	L	P
1. History of computing and Internet; roles of computers in our society; computer terminology and the importance of computer in Nursing.	4		
2. Computer hardware and devices.	10	√	
3. Operating systems and application programs	10	√	
4. Windows operation for maintaining the Computer	6	√	
5. Using Application Programs for MS word processing	10	√	
6. Programs for MS word processing		√	
7. Using Application Programs for spreadsheets	4	√	
Using Application Programs for power point presentations	2	√	
Networking and communication through internet and World Wide Web applications.	2	√	

\* Laboratory practice hours will be distributed by subject teachers according to importance of the topic.

## Behavioral Science

<b>Code</b>	:	B112
<b>Theory</b>	:	112 hours
<b>Laboratory</b>	:	0
<b>Practice Hours</b>	:	48 hours

### Course description:

Boundaries of Behavioral Science and social matters; relationship between social science and other sciences; the influence of social structure including political and economic aspects on health care system; culture embedding in society including values, beliefs, and practices of human behaviors; Personality; social change; motivation; and culture and its influence on health within Bangladesh community.

### Goal:

The aim of the course is to provide knowledge regarding behavioral science.

### Objectives:

Upon completion of the course the students will be able to:

1. Explain the relationship between Behavioral Science and other sciences;
2. Identify the influence of socio-economic and political aspect on health;
3. Discuss the meaning of culture, cultural values, beliefs and practices, factors influence on health and illness in Bangladesh;
4. Analyze social movements and initiatives regarding emerging and re-emerging health-related issues in Bangladesh;
5. Describe the concept and evolution of psychology;
6. Understand psychological theories;
7. Describe the process of personality development;
8. Describe briefly the concepts of motivation.

### Course Requirements:

1. Classroom attendance : 80%.
2. Clinical / field practice : 90%
3. Course assignment

### Teaching Methods:

1. Brain storming
2. Lecture and discussion
3. Group work and presentation
4. Assignments
5. Role play
6. Field visit

## Study Materials:

1. Bhushan V, (2009), *An Introduction to Sociology*, (34<sup>th</sup> edition) , Kitab Mahal 22-A S Arojini, Naido, India
2. Dworetzky, J. P. (1997). *Psychology* (6th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company;
3. Fabes, R. & Martin, C. L. (2003). *Exploring child development* (2nd ed.). New York: Pearson Education, Inc;
4. Krishne Gowda, (2017) *Essential SOCIOLOGY for BSc Nursing Students*, (1<sup>st</sup> edition), CBS Publishers & Distributors Pvt. Ltd.India
5. N. Shankar Rao, (2016), *Principles of sociology with an introduction to social thought*,(7<sup>th</sup> edition) , Nirja Publisher and Printer(p) Ltd, New Dilhi, India
6. Whitbourne, S. K. (2001). *Adult development and aging: Biopsychosocial perspectives*. New York: John Wiley & Sons, Inc.

## Behavioral Science

**Theory** = 112hrs  
**Lab** = 0  
**Practice** = 48hrs

Course Outline	T	L	P
1. Introduction to Behavioral Science 1.1 Definition 1.2 Boundaries and social matters 1.3 Relationship between social science and psychology.	6		
2. Social structure 2.1 Social unit 2.2 Social class 2.3 Social status and economic status 2.4 Social factors in community life 2.5 Social laws and regulations	6		
3. Social structure and its relationship in the society 3.1 Family unit -Roles and relationships of family members -Socialization within family -Perceptions of health and illness in family situation -Patterns of care for a sick person in the family	10		
4. Concept of Psychology 4.1 Significance of psychology to the nursing profession 4.2 Evolution of psychology (from structuralism to neuropsychology)	6		
5. Concept of Psychological Theories - Types of Psychological Theories - Importance of Psychological Theories	6		
6. Motivation - Introduction to motivation - Importance of motivation - Types of motivation	8		
7. Religions - Impact of religion on health and health care	2		
8. Social movements and initiatives regarding emerging and re-emerging health-related issues in Bangladesh	6		
9. Culture - Definition and Terminology - Values and beliefs - Customs - Rituals	8		

<b>Course Outline</b>	<b>T</b>	<b>L</b>	<b>P</b>
9.2 Cultural factors of Bangladesh.			
10. Health beliefs and practices - Meaning and value of health - Local practices for maintenance of health, treatment of disease, and care of the sick - Beliefs about food and nutrition	8		
11. Folk and traditional healers 11.1 Types of healers in Bangladesh -Ayurvedic -Homeopathic -Religious -Unani 11.2 Examples of how traditional healers are used by people for health care	8		
12. Erikson's psychosocial stages of development throughout the lifespan stage— - Infancy - Toddler (year 1-3) - Pre-school(year 3-5) - Middle childhood (year 5-12) - Adolescent - Early adulthood - Middle adulthood - Late adulthood.	12		
13. Psychological theories - Biological bases of behaviors - Common behavioral theories - Social-learning theories - Stress-coping theories	10		
14. Personality 14.1 Significance 14.2 Types of personality. ( introvert-extrovert) 14.3 Personality traits 14.4 Personality development	8		
15. Sexuality and sexual orientation	4		
16. Life crisis	4		

\* Field practice hours will be distributed by subject teachers according to importance of the topic in the relevant areas

# Anatomy & Physiology

## Paper I & II

<b>Code</b>	:	B122
<b>Theory</b>	:	192 hours
<b>Laboratory</b>	:	72 hours
<b>Practice Hours</b>	:	0

### Course description:

The subjects includes the indicative contents of anatomical structure of human body systems including musculoskeletal system, digestive system, respiratory system, cardiovascular system, urinary system, endocrine system, reproductive system, nervous system, integumentary system, hematologic system, sensory organs, and immune system.

The subjects includes the indicative contents of physiological functions of human body systems including musculoskeletal system, digestive system, respiratory system, cardiovascular system, urinary system, endocrine system, reproductive system, nervous system, integumentary system, hematologic system, sensory organs, and immune system.

### Goal:

The aim of the course is to provide knowledge regarding anatomical structure & physiological functions of human body systems.

### Objectives:

Upon completion of the course the students will be able to:

1. explain anatomical structure and functions of human body
2. identify the different organs and its functions
3. describe different systems of the human body

### Course Requirements:

1. Classroom attendance : 80%.
2. Lab practice : 90%

### Teaching Methods:

1. Brain storming
2. Lecture and discussion
3. Demonstration
4. Group work and presentation
5. Assignments

## 6. Self-study

### Study materials:

1. Ashalatha PR, Deepa G, (2015), Text book of ANATOMY & PHYSIOLOGY for Nurses, 4<sup>th</sup> edition. Japee The Health Sciences Publishers
2. Berne, R. M., & Levy, M. N. (1998). *Physiology* (4th ed.). St. Louis, MO: Mosby;
3. Ducksta, C. et al. (2001). *Anatomy and physiology: Made incredibly easy; Springhouse*, PA: Springhouse Cooperation;
4. Garg K, Mittal PS and Chandrupatla, (2015) *BD chaurasia's Human Anatomy*, Vol-1,2,3, (6<sup>th</sup> edition), CBS Publishers & Distributors PVT. LTD, New Delhi-India
5. Ira Fox S, (2011) *Human physiology*, 12th edition, The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York,
6. Khurana I, (2010), *Text book of Anatomy and Physiology for Nurses, and Allied Health Sciences*, 1<sup>st</sup> edition, CBS Publishers & Distributors PVT. LTD, New Delhi-India
7. Meehan, R. M. (2001). *Fundamentals of anatomy and physiology* (5th ed.). Upper Saddle River, NJ: Prentice Hall;
8. Pflanzler, R. (2003). *Human physiology* (4th ed.). Pacific Grove, CA: Thomson;
9. Tortora, Gerard J. (2010) *Introduction to the human body: the essentials of anatomy and physiology*, 8th ed. John Wiley & Sons, Inc., 605 Third Avenue, New York,
10. Waugh A, Grant A, (2002), *Ross & Wilson :Anatomy and Physiology in Health and Illness*, 9<sup>th</sup> edition, Churchill Livingstone, Elsevier Science Limited, Edinburgh-London-New York
11. Winwood R.S., Smith J.L., (2008), *Sear's Anatomy and Physiology for Nurses*, 6<sup>th</sup> edition, Jaypee Brothers Medical Publishers(p) Ltd, New Delhi-India
12. Wood, M. G. (2001). *Laboratory textbook of anatomy and physiology* (2nd ed.). Upper Saddle River, NJ: Prentice Hall;

# Anatomy & Physiology

## Paper I: Anatomy

**Theory** = 96 hrs

**Lab** = 36 hrs

Course outlines	T	L	P
1. Introduction to anatomy <ul style="list-style-type: none"> <li>- Definitions</li> <li>- Anatomical terminology</li> <li>- Anatomical structure of :               <ul style="list-style-type: none"> <li>- Cells</li> <li>- Tissues</li> <li>- Membranes and glands</li> <li>- Organs</li> </ul> </li> </ul>	12		
2. Body movement Structure, location & position of Musculoskeletal system Structure of: <ul style="list-style-type: none"> <li>- Bones</li> <li>- Cartilage</li> <li>- Joints and ligaments</li> <li>- Muscles</li> </ul>	6		
3. Structure, location & position of digestive system <ul style="list-style-type: none"> <li>- Tongue, teeth, saliva gland and pharynx</li> <li>- Esophagus</li> <li>- Stomach</li> <li>- Small and large intestine</li> <li>- Pancreas</li> <li>- Liver and biliary system</li> </ul>	8		
4. Structure, location & position of Respiratory system <ul style="list-style-type: none"> <li>- Nose, pharynx, larynx</li> <li>- Trachea and bronchus</li> <li>- Lungs: lobe and pleura</li> </ul>	6		
5. Structure, location & position of Cardiovascular system <ul style="list-style-type: none"> <li>- Heart</li> <li>- Blood vessels</li> </ul>	10		
6. Structure, location & position of Urinary system <ul style="list-style-type: none"> <li>- Kidney</li> <li>- Ureter</li> <li>- Urinary bladder</li> <li>- Urethra</li> <li>- Nephron</li> </ul>	8		

<b>Course outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
<p>7. Structure, location &amp; position of Reproductive system</p> <p><b>Male reproductive system:</b></p> <ul style="list-style-type: none"> <li>- Penis and scrotum</li> <li>- Testes</li> <li>- Duct system</li> <li>- Prostate gland</li> <li>- Spermatogenesis</li> <li>- Hormonal control and sexual development</li> </ul> <p><b>Female reproductive system</b></p> <ul style="list-style-type: none"> <li>- External genitalia</li> <li>- Vagina</li> <li>- Cervix and uterus</li> <li>- Fallopian tubes and ovaries</li> <li>- Mammary glands</li> </ul>	16		
<p>8. Sensory organs</p> <ul style="list-style-type: none"> <li>- Skin</li> <li>- Mouth and tongue</li> <li>- Nose</li> <li>- Eyes</li> <li>- Ears</li> </ul>	4		
<p>9. Integumentary system</p> <ul style="list-style-type: none"> <li>- Skin layers</li> <li>- Epidermal appendages</li> </ul>	4		
<p>10. Structure, location &amp; position of Endocrine system</p> <ul style="list-style-type: none"> <li>- Pituitary gland</li> <li>- Thyroid gland</li> <li>- Parathyroid gland</li> <li>- Adrenal gland</li> <li>- Islets of Langerhans</li> <li>- Gonads</li> <li>- Pineal gland</li> </ul>	8		
<p>11. Structure, location &amp; position of Nervous system</p> <ul style="list-style-type: none"> <li>- Nerve tissues</li> <li>- Central nervous system (CNS)</li> <li>- Peripheral nervous system (PNS)</li> <li>- Autonomic nervous system (ANS)</li> <li>- General sensory and motor pathway</li> </ul>	10		
<p>12. Immune system</p>	4		

Course outlines	T	L	P
<ul style="list-style-type: none"> <li>- Central lymphoid organs and tissues: Bone marrows and Thymus</li> <li>- Peripheral lymphoid organs and tissues: Lymph nodes, lymph, and lymphatic vessels</li> </ul>			

*\* Laboratory practice 36 hours will be distributed by subject teachers according to importance of the topic.*

# Anatomy & Physiology

## Paper – II: Physiology

**Theory** = 96 hrs

**Lab** = 36 hrs

Course outlines	T	L	P
1. Physiological function of human body - Introduction to physiology - Physiological functions of: - Cells - Tissues - Membranes and glands - Organs	12		
2. Body movement <b>Musculoskeletal system Functions of:</b> - Bones - Cartilage - Joints and ligaments - Muscles	14		
3. Cardiovascular system <b>Function of</b> - Blood - Blood vessels - Heart and cardiac cycle - Blood circulation - Fetal circulation	12		
4. Gross function of Respiratory system - Nose, pharynx, larynx, - Trachea and bronchus - Lungs: lobe and pleura - Inspiration and expiration - Gas exchanges - Roles of lung in controlling acid-base - Balance - Reading normal arterial blood gas	6		
5. Function of Digestive system - Tongue, teeth, saliva gland and pharynx - Esophagus - Stomach - Small and large intestine - Pancreas - Liver and biliary system - Mastication, digestion, absorption, and elimination	10		
6. Gross function of Urinary system - Kidney	10		

<ul style="list-style-type: none"> <li>- Ureter</li> <li>- Urinary bladder</li> <li>- Urethra</li> <li>- Urine formation</li> <li>- Hormones and the urinary system</li> </ul>			
7. Hormonal functions and menstrual cycle <ul style="list-style-type: none"> <li>- Fertilization and lactation</li> <li>- Gross function of reproductive system</li> </ul>	6		
8. Gross function of Nervous system <ul style="list-style-type: none"> <li>- Nerve tissues</li> <li>- Central nervous system (CNS)</li> <li>- Peripheral nervous system (PNS)</li> <li>- Autonomic nervous system (ANS)</li> <li>- General sensory and motor pathway</li> </ul>	10		
9. Gross function of Endocrine system <ul style="list-style-type: none"> <li>- Pituitary gland</li> <li>- Thyroid gland</li> <li>- Parathyroid gland</li> <li>- Adrenal gland</li> <li>- Islets of Langerhans</li> <li>- Gonads</li> <li>- Pineal gland</li> </ul>	6		
10. Gross functions of Sensory organs <ul style="list-style-type: none"> <li>- Skin</li> <li>- Mouth and tongue</li> <li>- Nose</li> <li>- Eyes</li> <li>- Ears</li> </ul>	4		
11. Regulating of body temperatura	2		
12. Immune system <ul style="list-style-type: none"> <li>- Central lymphoid organs and tissues:</li> <li>- Bone marrows and Thymus</li> <li>- Peripheral lymphoid organs and tissues:</li> <li>- Lymph nodes, lymph, and lymphatic vessels</li> <li>- General host defenses</li> <li>- Specific host defenses</li> </ul>	4		

*\* Laboratory practice 36 hours will be distributed by subject teachers according to importance of the topic.*

## **Fundamentals of Nursing –1**

### **Paper I & II**

<b>Code</b>	:	B133
<b>Theory</b>	:	272 hrs
<b>Laboratory</b>	:	200 hrs
<b>Practical</b>	:	240 hrs

#### **Course description:**

Introduction and conceptual bases of nursing: nurses' roles and competencies required in promoting, maintaining, and restoring health; nursing process; theories and models of nursing; cultural & ethical aspects of nursing; nurses' ethical behaviors, nursing self-management, accountability & nursing care delivery within health care system;

Concept of microbiology, parasitology, virology and pathology, and immunology, nature, reproduction, growth, common microorganisms and parasites in Bangladesh, prevention, universal precautions and immunization, control, sterilization, disinfection, specimen collections and examination.

Introduction to interpersonal communication in nursing; assertive communication; interpersonal and therapeutic relationship; key elements in building relationships; barriers to effective communication; communicating with other health care professionals; enhancing interpersonal communication skills: first aid & bandaging.

Principles of care emphasizing on responding to basic needs for physical comfort and personal hygiene, safety, infection control, environmental comfort, positioning, transferring, activity and exercise and vital sign.

#### **Goal:**

The aim of fundamental nursing-I, is to acquire knowledge & skills regarding conceptual bases of nursing, microbiology, communication in nursing including first aid & bandaging, nursing techniques and procedures & Microbiology that will enable the learners to deal with clients effectively & efficiently.

#### **Objectives:**

Upon completion of the course the students will be able to:

1. Understand concept about fundamentals of nursing;
2. Describe the basic concepts relevant to the nursing profession;
3. Describe nurses' roles and competencies required in promoting, maintaining, and restoring health;
4. Explain nursing process, theories and models of nursing;
5. Explain nursing care delivery within health care system;

6. Explain the cultural & ethical aspects of nursing;
7. Explain concept & importance of communication in nursing;
8. Explain key elements in building interpersonal and therapeutic relationship;
9. Explain the ways of strategies to overcome the barriers in communication;
10. Describe first aid & bandaging;
11. Understand the concept of microbiology & parasitology in nursing;
12. Explain how microorganism causes human diseases;
13. Explain body immune mechanisms;
14. Outline and explain strategies used to prevent and control microorganisms;
15. Explain hospital-acquired infection (nosocomial infection) and infectious diseases
16. Describe immunization;
17. Explain the use of microscopy and steps to prepare and collect specimens for microscopic examination.

#### **Course Requirements:**

1. Classroom attendance : 80%
2. Lab practice : 90%
3. Clinical practice : 90%

#### **Teaching method:**

1. Brain storming
2. Lecture and discussion
3. Demonstration
4. Personal and group reflection
5. Student placement in clinical settings; for observation, personal interview with nurses, doctors, patients, and visitors
6. Assignment and presentation
7. Self-study

#### **Study Materials:**

1. Arnold, E., & Boggs, K. U. (2015). *Interpersonal relationships: Professional communication skills for nurses* (7th ed.). St. Louis, MO: Saunders;
2. Anthikad J. (2013), *Medical Microbiology for Nurses (Including Parasitology)* ,1<sup>st</sup> edition , Jaypee Brothers Medical Publishers (P) Ltd New Dilhi, India
3. Ash, L. R., & Orihel, T. C. (2007). *Atlas of human parasitology* (4th ed.). Chicago, IL: ASCP Press.

4. Basavanthapa BT, (2011), *Essentials of Medical and Surgical Nursing*, (1<sup>st</sup> edition) , Jaypee Brothers Medical Publishers, New Delhi, India
5. Bluleced, G.M., &Closkey, J.C. (1999). *Nursing intervention: Effective nursing treatments* (3rd ed.). Mexico: W. B. Saunders;
6. Craven, R.F, &Himil, C.J. (2000). *Fundamental of nursing: Human health and function* (3rd ed.). St. Louis, MO: Mosby;
7. Darley, M., & Edwards, C. (Eds.). (2002). *Managing communication in health care*. Edinburg, London: Bailliere Tindall;
8. Hinkle J.L., & Cheever K. (2014). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*. (13th edition), Lippincott, Williams & Wilkins, Philadelphia, Pa.
9. Kelly, L.C., & Joel, L.A. (2011). *Dimension of professional nursing* (24th ed.). New York: McGraw-Hill;
10. Kumar S,(2015),*Textbook of Microbiology* , 1<sup>st</sup> edition , Jaypee Brothers Medical Publishers (P) Ltd New Delhi, India
11. Riley, J. B. (2016). *Communication in nursing* (8th ed.). St. Louis, MO: Mosby;
12. Taylor, C., Lillis, C., &LeMone P. 2001. *Fundamental of nursing: The art & science of nursing care* (4th ed.). Philadelphia, PA: Lippincott.
- 13.
14. Ingraham, J. L., & Ingraham, C. A. (2004). *Introduction to microbiology: A case history approach* (3rd ed.). Australia: Thomson.
15. Tortara, G. J., Funke, B. R., & Case, C. L. (2002). *Microbiology: An introduction* (7th ed.). San Francisco, CA: Benjamin Cummings.

# Fundamentals of Nursing – 1

## Paper-I: Fundamentals of Nursing

**Theory:** = 200 hrs

**Laboratory:** = 168 hrs

**Practical:** = 240 hrs

Course Outlines	T	L	P
1. Introduction to conceptual bases of nursing - Describe the historical development of the nursing profession	10		
2. Basic concepts relevant to Nursing 2.1 Person, environment, health, and nursing Person - Basic human needs - Human rights 2.2 Environment - Types & factors 2.3 Health - Health-illness continuum 2.4 C Nursing - Nursing actions - Nursing standard	10		
3. Quality of Nursing - indicators of quality of nursing care	4		
4. Relationship among person, environment, health and nursing	4		
5. Client-centered care - Attributes of client-centered care - Ways to develop client-centered care	6		
6. Holistic nursing care - Attributes of holistic nursing - Ways to develop holistic care	6		
7. Nurses' roles and competencies required in promoting, maintaining, restoring health	6		
8. Nursing self-management and accountability	4		
9. Nursing care delivery within health care system - Primary level - Secondary level - Tertiary level	6		
10. Type of care facilities within health care delivery system - Acute care	6		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
<ul style="list-style-type: none"> <li>- Sub-acute care</li> <li>- Chronic care</li> <li>- Rehabilitation care</li> <li>- Ambulatory care (outpatient care)</li> <li>- Home care</li> </ul>			
11. Introduction to communication in nursing <ul style="list-style-type: none"> <li>- Types of communication</li> <li>- Purpose of communication</li> <li>- Functions of communication</li> </ul>	6		
12. Assertive and responsible communication	4		
13. Interpersonal and therapeutic communication in nursing	4		
14. Key elements in building interpersonal and therapeutic relationships <ul style="list-style-type: none"> <li>- Warmth</li> <li>- Respect</li> <li>- Genuineness</li> <li>- Empathy</li> <li>- Self-disclosure</li> <li>- Questioning</li> <li>- Expressing opinions</li> </ul>	12		
15. Barriers to the development of interpersonal relationship and effective communication <ul style="list-style-type: none"> <li>- Anxiety</li> <li>- Stereotyping</li> <li>- Lack of personal space</li> </ul>	6		
16. Bridges to relationship <ul style="list-style-type: none"> <li>- Caring</li> <li>- Trust</li> <li>- Empathy</li> <li>- Mutuality</li> <li>- Confidentiality</li> </ul>	10		
17. Communicating with health care professionals <ul style="list-style-type: none"> <li>- Advocacy</li> <li>- Conflict resolution</li> <li>- Collaborating</li> <li>- Delegation &amp; supervision of non-trained staff</li> <li>- Removing of barriers &amp; peer negotiation</li> <li>- Developing a support system</li> </ul>	12		
18. First aid <ul style="list-style-type: none"> <li>- Purposes</li> <li>- Responsibilities of a first aider</li> <li>- General principles</li> </ul>	34		

Course Outlines	T	L	P
<ul style="list-style-type: none"> <li>- Life threatening conditions</li> <li>- Respiratory distress/arrest</li> <li>- Cardiac Arrest</li> <li>- Shock</li> <li>- Unconsciousness</li> </ul> Hemorrhage – <ul style="list-style-type: none"> <li>- Epistaxis</li> <li>- Haematamesis</li> <li>- Melina</li> <li>- Haemoptysis</li> </ul> Poisoning <ul style="list-style-type: none"> <li>Snake, Dog bite &amp; insects bite</li> <li>Burn &amp; scalds</li> <li>Drowning</li> </ul> Fracture, dislocation & Sprain			
19. Bandaging <ul style="list-style-type: none"> <li>- Purposes of bandage</li> <li>- Types of bandaging</li> <li>- Rules of bandaging</li> <li>- Principles of bandaging</li> </ul>	8		
20. Actions basis to nursing care <ul style="list-style-type: none"> <li>- Sterile technique and infection control: hand washing, sterile gloving, personal protective techniques</li> <li>- Safety: Applying restraints</li> </ul>	6		
21. Personal hygiene and confort <ul style="list-style-type: none"> <li>- Providing oral care</li> <li>- Giving a bed bath</li> <li>- Proving genital care</li> <li>- Giving a back massage</li> <li>- Giving shampooing</li> <li>- Bed Making-               <ul style="list-style-type: none"> <li>- Purposes</li> <li>- Types                   <ul style="list-style-type: none"> <li>▪ occupied bed</li> <li>▪ unoccupied bed &amp;</li> <li>▪ special bed</li> </ul> </li> </ul> </li> </ul>	16		
22. Activity and exercise <ul style="list-style-type: none"> <li>- Bed positioning</li> <li>- Patient transfers</li> <li>- - Assisting with passive range of motion and exercises</li> </ul>	8		

Course Outlines	T	L	P
23. Vital Sign - Temperature - Pulse - Respiration - Blood Pressure	12		

Laboratory practice 168 hours will be distributed by subject teachers according to importance of the topic.

<b>Clinical Practice 240 Hours:</b> <i>Clinical practice 240hours will be distributed by subject teachers according to importance of the topic in the releavant areas.</i>
<ol style="list-style-type: none"> <li>1. Clinical orientation</li> <li>2. Ward round</li> <li>3. Case assignment</li> <li>4. Establishing nurse-client relationship</li> <li>5. Health assessment</li> </ol>
<p><b>Daily activities:</b></p> <ol style="list-style-type: none"> <li>1. Data collection and health assessment</li> <li>2. Pre-conference</li> <li>3. Providing bedside care for an individual client emphasizing on basic nursing procedures</li> <li>4. Individual reflection</li> <li>5. Post-conference / group reflection</li> </ol>
<p><b>Specific activities:</b></p> <ol style="list-style-type: none"> <li>1. Special task assignment for an individual student to help meet the course requirements Selective clinical teachings based on students' interest and needs for skills</li> <li>2. Group reflection and course evaluation</li> </ol>

Students submit a paper at the end of the class. For reflection, the students submit reflective notes at the end of each work.

# Fundamentals of Nursing – 1

## Paper –II: Microbiology

**Theory:** = 72 hrs

**Lab :** = 32 hrs

**Practice:** = 0

Course outline	Theory	Lab	Practical
<p>1. Introduction to microbiology and parasitology</p> <ul style="list-style-type: none"> <li>- Scope of microbiology and parasitology</li> <li>- History of microbiology</li> <li>- Microbiology today               <ul style="list-style-type: none"> <li>- Chemotherapy</li> <li>- Immunology</li> <li>- Virology</li> <li>- Pathology</li> <li>- Genetic engineering and genomics</li> </ul> </li> <li>- Microbes and human diseases               <ul style="list-style-type: none"> <li>- Normal microbiota (flora)</li> <li>- Infectious diseases</li> <li>- Emerging infectious diseases (HIV/AIDS, Ebola hemorrhagic fever, etc.)</li> </ul> </li> </ul>	10		
<p>2. Nature, reproduction, growth, and transmission of common microorganisms and parasites in Bangladesh</p> <ul style="list-style-type: none"> <li>- Bacteria:               <ul style="list-style-type: none"> <li>- Cocci                   <ul style="list-style-type: none"> <li>- Diplococci, (Pneumonia, Gonorrhoea)</li> <li>- Streptococci (Throat infection, Rheumatic fever)</li> <li>- Staphylococci (Wound and skin infection)</li> </ul> </li> <li>- Bacilli                   <ul style="list-style-type: none"> <li>- Gram positive (Tetanus, Botulism, Anthrax)</li> <li>- Gram negative (E.Coli, Shigella and Salmonella gastro-intestinal infection)</li> <li>- Acid fast (Tuberculosis, Leprosy)</li> </ul> </li> </ul> </li> <li>- Spiral form               <ul style="list-style-type: none"> <li>- Vibrio (Cholera)</li> <li>- Spirochetes (Syphilis, Hemorrhagic jaundice)</li> <li>- Helicobacter pylori (Peptic ulcer)</li> </ul> </li> </ul>	10		

<b>Course outline</b>	<b>Theory</b>	<b>Lab</b>	<b>Practical</b>
<b>3. Viruses</b> <ul style="list-style-type: none"> <li>- Pneumotropic (viral pneumonia, influenza)</li> <li>- Neorotropic (viral encephalitis, Polio, Rabies)</li> <li>- Viscerotropic(infectious hepatitis, Dengue fever, yellow fever)</li> <li>- Dermatropic (Measles, Chicken Pox, Warts)</li> <li>- HIV and AIDS</li> </ul>	6		
<b>4. Fungi</b> <ul style="list-style-type: none"> <li>- Dermatophyte: Tineas or ring worms</li> <li>- Candida: Candidiasis (Thrush)</li> <li>- Cryptococcus, Cryptococosis</li> </ul>	6		
<b>5. Parasites: Protozoa and Helminths</b> <ul style="list-style-type: none"> <li>- Plasmodium faliparum, vivax, ovale, malariae (Malaria)</li> <li>- Leishmaniadovani (kalaazar or dumdum fever)</li> <li>- Entamoebahistolytica (amoebic dysentery)</li> <li>- Tapeworms, pinworms, hookworms, and roundworms</li> <li>- Trichomonasvaginalis (trichomoniasis)</li> </ul>	6		
<b>6. Microorganisms and human diseases: Capabilities of a pathogen</b> <ul style="list-style-type: none"> <li>- Maintaining reservoirs: Human/animal</li> <li>- Getting and entering the host</li> <li>- Adhering to a body surface</li> <li>- Invading the body</li> <li>- Evading the body's defense</li> <li>- Multiplying in the host</li> <li>- Leaving the body</li> </ul>	6		
<b>7. Immune system</b> <ul style="list-style-type: none"> <li>- Adoptive immunity</li> <li>- Immunological disorders <ul style="list-style-type: none"> <li>- Hypersensitivity</li> <li>- Immunosuppression</li> </ul> </li> </ul>	4		
<b>8. Prevention and controlling of microorganisms</b> <ul style="list-style-type: none"> <li>- Universal precautions</li> </ul>	4		

<b>Course outline</b>	<b>Theory</b>	<b>Lab</b>	<b>Practical</b>
<b>9. Hospital-Acquired Infection (Nosocomial infection)</b> <ul style="list-style-type: none"> <li>- Microorganisms in the hospitals</li> <li>- Compromised host</li> <li>- Chain of transmission</li> <li>- Common nosocomial infection               <ul style="list-style-type: none"> <li>- Urinary tract infections</li> <li>- Surgical site infections</li> <li>- Lower respiratory infections</li> <li>- Bacteremia</li> </ul> </li> <li>- Control of nosocomial infection</li> </ul>	4		
<b>10. Controlling of microbial growth</b> <ul style="list-style-type: none"> <li>- Actions of microbial control agents               <ul style="list-style-type: none"> <li>- Alterations of membrane permeability</li> <li>- Damage to proteins and nucleic acids</li> </ul> </li> <li>- Physical methods               <ul style="list-style-type: none"> <li>- Heat: autoclave, moist, pasteurization, flaming</li> <li>- Filtration</li> <li>- Osmotic pressure</li> <li>- Radiation</li> </ul> </li> <li>- Chemical methods               <ul style="list-style-type: none"> <li>- Effective disinfection</li> <li>- Disinfectants</li> </ul> </li> </ul>	6		
<b>11. Immunization</b> <ul style="list-style-type: none"> <li>- Active immunization</li> <li>- Passive immunization</li> </ul>	4		

<b>Course outline</b>	<b>Theory</b>	<b>Lab</b>	<b>Practical</b>
12. Identification of microorganisms <ul style="list-style-type: none"> <li>- Microscopy               <ul style="list-style-type: none"> <li>- Light microscopy</li> </ul> </li> <li>- Methods for light microscopic examination               <ul style="list-style-type: none"> <li>- Preparing smears for staining</li> <li>- Simple stains</li> <li>- Differential stains (gram stain, acid-fast stain)</li> </ul> </li> <li>- Cultures of microorganisms               <ul style="list-style-type: none"> <li>- Basic principles</li> <li>- Media</li> <li>- Culture techniques</li> </ul> </li> <li>- Examination of human specimens               <ul style="list-style-type: none"> <li>- Swabs (nose, throat, cervix, ulcers, and wounds)</li> <li>- Sputum</li> <li>- Stool</li> <li>- Urine</li> </ul> </li> </ul>	6		

*Laboratory practice 32 hours will be distributed by subject teachers according to importance of the topic.*

# 2<sup>nd</sup> Year

## **Fundamentals of Nursing-2**

### **Paper-I & II**

<b>Code</b>	:	B231
<b>Theory</b>	:	180 hrs
<b>Laboratory</b>	:	32 hrs
<b>Practice</b>	:	96hrs

#### **Course description:**

Ethics in nursing: Concepts of a nurse, code of ethics, ethical principles,; legal issues in nursing & law, nursing regulations, bioethical issues; and professional standards; professional accountability.

Trends and issues in nursing: Trans-cultural nursing; the process of educating nurses; transition from student to professional; different nursing organizations; and health care delivery system and position of nurses.

Health Assessment: Introduction to nursing process; health assessment; data and assessment strategies; practical skills and physical examination basic to biophysical, psychosocial, and spiritual assessment, and diagnostic tests and investigations, ethical concerns

Nursing techniques & procedures: Principles of care, basic need for nutrition & hydration, wound care; urinary and bowel elimination; administering medication, IV fluid and blood products; specimen collection; preparation of patient for different diagnostic procedures, admission & discharge, dying & death.

Concept of nutrition, digestion, absorption, and utilization of carbohydrate, protein and fat, functions of nutrition on health; human needs of nutrients across life span; eating patterns of people with different age group and factors affecting nutritional deficits within Bangladesh culture; food hygiene, food preservation; nutritional assessment, nutrient deficiency diseases, prevention and treatments; therapeutic diet and nutritional support with modification based on individual differences, family and community context.

#### **Goal:**

The goal of Fundamental of Nursing – II, is to acquire knowledge regarding Fundamentals of Nursing including ethics in nursing, trends & issues, nursing techniques & procedures, health assessment & understanding of basic nutrition dietetics.

#### **Objectives:**

Upon completion of the course the students will be able to:

1. Explain ethical principles and nursing professional ethics;
2. Describe principles of care, basic needs for nutrition, hydration and elimination, wound care, administering oxygen, medication, intravenous fluid and blood products, admission and discharge, dying & death care;

3. Discuss significance of health assessment & identify the sources of data and assessment strategies;
4. Explain nursing process;
5. Explain the ways to accomplish ideal characteristics and roles of a competent nurse of oneself;
6. Demonstrate ability to identify needs of and respond to wound care, oxygenation, nutrition/hydration and elimination;
7. Demonstrate ability to correctly administer medication, intravenous fluid and blood products;
8. Explain the national and international nursing organizations and its functions;
9. Complete a head to toe physical assessment, as well as psychosocial, spiritual assessment and diagnostic tests and investigations in a systematic manner;
10. Explain the nursing records & its significances;
11. Demonstrate the process of identifying individual's needs/expectations/responses to actual or potential health problems in the context of family and community across the life span based on assessed data;
12. Explain concept of nutrition, food & dietetics;
13. Explain common nutrition related health problems of bangladesh;
14. Describe elements in nutritional assessment;
15. Explain the food hygiene & process of food preservation;
16. Demonstrate to identify the nutritional needs & support in different groups of people in the hospital & in the community.

**Course Requirements:**

- |                         |       |
|-------------------------|-------|
| 1. Classroom attendance | : 80% |
| 2. Lab practice         | : 90% |
| 3. Clinical practice    | : 90% |

**Teaching methods:**

1. Brain storming
2. Lecture and discussion
3. Demonstration
4. Group work and presentation
5. VDO
6. Simulation exercise
7. Field trip
8. Self-study
9. Peer group assessment.

## Study Materials:

1. Clement I, (2015), *Text book on Nutrition & Dietetics*, (1<sup>st</sup> edition) Jaypee brothers Medical publisher Ltd New Dilhi, India
2. Cleverly D. (2003). *Implementing inquiry-based learning in nursing*. New York: Routledge;
3. Craven R.F., &Himil, C.J. (2000). *Fundamental of nursing: Human health and function* (3rd ed.). St. Louis, MO: Mosby;
4. Kelly L.C. & Joel, L.A. (1999). *Dimension of professional nursing* (8th ed.). New York: McGraw-Hill;
5. Le Quesne, S. (2003). *Nutrition: A practical approach*. Australia: Thomson
6. Palmer A.M., Burns, S., &Bulman, C. (Eds.) (1994). *Reflective practice in nursing: The growth of the professional practitioner*. Boston, MA: Blackwell Scientific Publication
7. Mann J. & Truswell, A. S. (2012). *Essentials of human nutrition*.(4<sup>th</sup> edition) New York: Oxford University Press.
8. Whitney E. N., Cataldo, C. B., DeBruyne, L. K., & Rolfes, S. R. (2011). *Nutrition for health care* (4<sup>th</sup> ed.). Australia: Thomson.
9. Sharma M. ,(2017 ),*Text book of Nutrition* , 1<sup>st</sup> edition, CBS Publishers & Distributors Pvt.Ltd New Dilhi
10. Supriya V, (2017), *Clinical Nutrition and Dietetic Manual for Nurses*, (1<sup>st</sup> edition), Jaypee Brothers Medical Publisher Ltd New Dilhi, India
11. Taylor C, Lillis, C. & LeMone P. 2001. *Fundamental of nursing: The art & science of nursing care* (4th ed.). Philadelphia, PA: Lippincott

## Fundamentals of Nursing-2

## Paper I: Fundamentals Nursing & Health Assessment

**Theory:** = 108hrs  
**Lab:** = 16 hrs  
**Practice:** = 64 hrs

Course Outlines	T	L	P
1. Professional ethics; <ul style="list-style-type: none"> <li>- Morality in nursing practice</li> <li>- Ethical behaviors</li> <li>- Ethical practice</li> <li>- Nursing codes of ethics</li> </ul>	6		
2. BNMC code of conducts, regulations, and professional standards <ul style="list-style-type: none"> <li>- Legislation affecting nursing</li> <li>- Nursing practice and the law</li> <li>- Health care and the right of people</li> <li>- Professional standard</li> </ul>	4		
3. Introduction to nursing process <ul style="list-style-type: none"> <li>-Significance of the nursing process,</li> <li>-Benefit &amp; characteristics of nursing process</li> <li>-Steps of nursing process</li> </ul>	4		
4. Concepts of health assessment <ul style="list-style-type: none"> <li>- Significance</li> <li>- Sources of data</li> <li>- Assessment strategies</li> <li>- Legal and ethical considerations of data collection</li> </ul>	4		
5. History taking <ul style="list-style-type: none"> <li>- Importance of history taking</li> <li>- Nurses' roles for history taking</li> <li>- Framework for history taking</li> </ul>	4		
6. Physical assessment <ul style="list-style-type: none"> <li>- Basic assessment skills</li> <li>- Inspection/observation</li> <li>- Palpation</li> <li>- Percussion</li> <li>- Auscultation</li> <li>- Preparation for conducting the physical assessment</li> <li>- Head to toe physical assessment</li> </ul>	6		
7. Diagnostic tests and investigations	2		
8. Identifying client's needs/expectations/responses to actual or potential health problems	6		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
<ul style="list-style-type: none"> <li>- Interpreting/analyzing collected data</li> <li>- Formulating statements relative to the findings (collected data)</li> <li>- Principle of prioritizing client's needs/ expectations/responses</li> <li>- Planning, intervening, and evaluating client's needs/expectations/ responses</li> </ul>			
<b>9. Nursing records/ documentation</b> <ul style="list-style-type: none"> <li>- Significance</li> <li>- Types of nursing records: <ul style="list-style-type: none"> <li>- Data collection form (patient history)</li> <li>- Kardex</li> <li>- Nurse's notes</li> <li>- Legal issues pertaining to nursing records</li> </ul> </li> </ul>	4		
<b>10. Performing health assessment, use of nursing process, and recording nursing documentation within the Bangladesh context (After clinical practice)</b> <ul style="list-style-type: none"> <li>- Actual situation</li> <li>- Factors contributing to the current practice</li> <li>- Guidelines for improvement</li> </ul>	6		
<b>11. Oxygenation</b> <ul style="list-style-type: none"> <li>- Administering oxygen by mask and</li> <li>- Nasal cannula</li> <li>- Tracheostomy care</li> </ul>	6		
<b>12. Nutrition/hydration:</b> <ul style="list-style-type: none"> <li>- Oral feeding</li> <li>- Inserting a nasogastric tube</li> <li>- Administering tube feeding</li> </ul>	6		
<b>13. Wound care</b> <ul style="list-style-type: none"> <li>- Wet dressing</li> <li>- Dry dressing</li> </ul>	4		
<b>14. Urinary elimination</b> <ul style="list-style-type: none"> <li>- Applying condom catheter</li> <li>- Catheterizing the urinary bladder (straight &amp; indwelling)</li> <li>- Irrigating the catheter using closed system</li> <li>- Bladder irrigation</li> </ul>	8		
<b>15. Bowel elimination</b> <ul style="list-style-type: none"> <li>- Administering cleansing enema</li> <li>- Changing or emptying an ostomy appliance</li> </ul>	4		
<b>16. Medications</b> <ul style="list-style-type: none"> <li>- Administering of oral medication</li> <li>- Administering of intravenous medication</li> </ul>	10		

Course Outlines	T	L	P
<ul style="list-style-type: none"> <li>- Administering of intramuscular medication</li> <li>- administering of intravenous fluid, and blood products</li> </ul>			
17. Specimen collection <ul style="list-style-type: none"> <li>- Stool collection</li> <li>- Urine collection</li> <li>- Blood collection</li> </ul>	4		
18. Hospital admission, discharge, dying & death care <ul style="list-style-type: none"> <li>- Admission</li> <li>- Discharge</li> <li>- Dying &amp; death</li> </ul>	4		
19. National nursing organizations <ul style="list-style-type: none"> <li>- Role and function of Directorate General of Nursing &amp; Midwifery</li> <li>- Bangladesh Nursing &amp; Midwifery Council</li> <li>- Bangladesh Nursing Association</li> <li>- Bangladesh Midwifery Association</li> <li>- Bangladesh Leadership Nursing Network</li> </ul>	8		
21. International nursing organizations: role and function <ul style="list-style-type: none"> <li>- International Council for Nurses (ICN)</li> <li>- World Health Organization (WHO)</li> <li>- United Nations Children Emergency Fund (UNICEF)</li> <li>- United Nations Population Fund (UNFPA)</li> <li>- CIDA, Bangladesh</li> <li>- JICA, Bangladesh</li> </ul>	8		

*Laboratory practice 16 hours will be distributed by subject teachers according to importance of the topic.*

**Clinical Practice 64 hrs :** *Clinical practice 64hours will be distributed by subject teachers according to importance of the topic in the relevant areas.*

Areas of practice:			
Oxygenation & suctioning			
Nutrition/Hydration			
Wound care			
Urinary elimination			
Bowel elimination			
Medication			
Specimen collection			
History taking			
Head to toe physical assessment			
Self-practice on history taking & physical examination			

Course Outlines	T	L	P
1. Clinical orientation 2. Ward round 3. Case assignment 4. Establishing nurse-client relationship 5. Health assessment			
<b>Daily activities:</b> 1. Data collection and health assessment 2. Pre-conference 3. Providing bedside care for an individual client emphasizing on basic nursing procedures according to nursing process 4. Individual reflection 5. Post-conference/group reflection <b>Special activities:</b> 1. Special task assignment for an individual student to help meet the course requirements 2. Selective clinical teachings based on students' interest and needs for skills 3. Group reflection and course evaluation			

## Fundamentals Nursing – 2

### Paper – II: Nutrition

**Theory:** = 72 hrs

**Lab:** = 16 hrs  
**Practice:** = 32 hrs

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
1. Introduction to nutrition <ul style="list-style-type: none"> <li>- Definitions</li> <li>- Essential nutrients               <ul style="list-style-type: none"> <li>- Carbohydrates, fats, and proteins</li> <li>- Vitamins, minerals, and water</li> </ul> </li> <li>- Food: sources, classification &amp; values</li> <li>- Digestion, absorption &amp; utilization of carbohydrate, protein and fat</li> <li>- Nutrition standards-Recommended Dietary Allowance (RDA)</li> </ul>	10		
2. Nutrition and nutrients <ul style="list-style-type: none"> <li>- Importance of nutrition on health</li> <li>- Nutritional deficits and nutritional related health problems in Bangladesh</li> <li>- Calculating food requirements</li> </ul>	6		
3. Human needs of nutrients across the lifespan <ul style="list-style-type: none"> <li>- During pregnancy</li> <li>- During breastfeeding</li> <li>- Infant</li> <li>- Childhood</li> <li>- Adolescents</li> <li>- Adulthood</li> <li>- Elderly</li> </ul>	8		
4. Dietary patterns and nutritional related health problems <ul style="list-style-type: none"> <li>- Culture</li> <li>- Residential area; (urban vs rural)</li> <li>- Economic status (low, middle, high)</li> <li>- Family education</li> <li>- Food availability and distribution</li> <li>- Religion (Muslim, Hindu, others)</li> <li>- Rituals</li> <li>- Personal factors: preference, age, gender, health status etc.)</li> </ul>	6		
5. Food preparation and diet planning <ul style="list-style-type: none"> <li>- Preparation               <ul style="list-style-type: none"> <li>- Maintaining nutritional value</li> <li>- Safety food</li> </ul> </li> </ul>	8		

Course Outlines	T	L	P
<ul style="list-style-type: none"> <li>- Diet planning               <ul style="list-style-type: none"> <li>- Adequacy</li> <li>- Balance</li> <li>- Calorie control</li> <li>- Nutrient density</li> </ul> </li> </ul>			
6. Food hygiene & preservation <ul style="list-style-type: none"> <li>- Food hygiene</li> <li>- Process of food preservation</li> </ul>	4		
7. Nutritional assessment <ul style="list-style-type: none"> <li>- Health history</li> <li>- Food intake</li> <li>- Physical examinations               <ul style="list-style-type: none"> <li>- Weight for height</li> <li>- Height for weight</li> <li>- Age for weight</li> <li>- Body Mass Index (BMI)</li> <li>- West</li> <li>- Fat fold measures</li> <li>- Mid-upper arm circumference (MUAC)</li> </ul> </li> <li>- Biochemical analysis</li> </ul>	10		
8. Nutritional related-health problems <ul style="list-style-type: none"> <li>- Malnutrition               <ul style="list-style-type: none"> <li>- Kwashiorkor</li> <li>- Marasmus</li> <li>- Worms</li> </ul> </li> <li>- Anemia</li> <li>- Xerophthalmia(blindness caused by Vitamin A deficiency)</li> <li>- Goitre</li> </ul>	8		
9. Therapeutic diet: define, classification <ul style="list-style-type: none"> <li>- Helping clients to eat</li> <li>- Parenteral nutrition</li> </ul>	4		
10. Special considerations in certain medical conditions: <ul style="list-style-type: none"> <li>- Severe stress (burns)</li> <li>- Stroke</li> <li>- Diabetes Mellitus</li> <li>- Cardiovascular diseases (heart/hypertension)</li> <li>- Hepatitis</li> <li>- Renal diseases</li> </ul>	8		

Course Outlines	T	L	P
<ul style="list-style-type: none"> <li>- Diarrheal diseases</li> <li>- Cancer</li> <li>- HIV/AIDS</li> </ul>			

*Laboratory practice 16 hours will be distributed by subject teachers according to importance of the topic.*

*Clinical Practice 32 hrs: Clinical practice 32hours will be distributed by subject teachers according to importance of the topic in the releavant areas.*

## Pediatric Nursing

<b>Code</b>	:	B232
<b>Theory</b>	:	96 hrs
<b>Laboratory</b>	:	16hrs
<b>Practice</b>	:	144hrs

### Course description:

Introduction to pediatric nursing; growth and basic concept & importance of early childhood development, domains & influencing factors of development; principles of care of sick children including infant, child and adolescent focusing on family centered care; prevalence of acute and chronic conditions & growth and development; child assessment; family assessment; child safety promotion; acute and chronic illness in common nursing situations including problems with malnutrition, congenital anomalies, convulsion, alterations in respiratory, cardiovascular, gastrointestinal, urinary system, hematologic and lymphatic system, nervous system, endocrine and metabolic system, retarded children; cerebral palsy, autism.

Special Care of the newborn with congenital anomalies & abnormal condition at birth, review Pathophysiology including causes, sign-symptoms & treatment, health assessment, risk assessment, supportive / emergency & restorative care of newborn with family counseling.

### Goal:

The goal of Pediatric Nursing is to acquire knowledge and skills regarding pediatric nursing management, newborn nursing and care of autism.

### Learning Objectives:

Upon completion of the course the students will be able to:

1. Explain the concepts of pediatric nursing
2. explain the common health problems of children in bangladesh
3. Describe the concepts & domains of early childhood development
4. Explain the concept of pediatric health promotion and prevention
5. Describe the principles of sick children care with acute and chronic illness
6. Assess child health and family health
7. Enumerate etiology, diagnosis, & clinical features of pediatric patients in acute and chronic disease conditions
8. Explain pathophysiology, and management of pediatric patients in acute and chronic disease conditions
9. Demonstrate knowledge & skills on physical, psychosocial, developmental, nutritional & family assessment of sick children
10. Understand & demonstrate the ability to conduct play program for sick children
11. Demonstrate knowledge & skills on special care of newborn with congenital anomalies and high risk baby.

**Course Requirements:**

1. Classroom attendance : 80%
2. Lab practice : 90%
3. Clinical practice : 90%

**Teaching Methods:**

1. Brain storming
2. Lecture and discussion
3. Demonstration
4. Group discussion
5. Simulation exercise
6. Role play

**Study Materials:**

1. Pott, N. L., & Mandelco, B. L. (2000). Pediatric nursing: Caring for children and their families. Clifton;
2. Park, NY: Delmar Thomson Learning;
3. Wong, D. L., Hess, C. S. (2000). Wong and Whalley's clinical manual of Pediatric Nursing (5th ed.). St. Louis, MO: Mosby;
4. Wong, D. L., Hockenberr-Eaton, M., Wilson, D., Winkelstein;
5. M. L., & Kline, N. E. (2003). Wong's nursing care of infants and children (7th ed.). St. Louis, MO: Mosby;
6. MR Khan Essence of Pediatric

## Pediatric Nursing

**Theory:** = 96hrs  
**Lab:** = 16 hrs  
**Practice:** = 144hrs

Course Outlines	T	L	P
1. Concept of Pediatric Nursing <ul style="list-style-type: none"> <li>- Common health problems of children in Bangladesh</li> <li>- Prevalence of acute and chronic health problems in Bangladesh</li> <li>- Roles &amp; responsibilities of a pediatric nurse</li> </ul>	4		
2. Basic concepts of early childhood development <ul style="list-style-type: none"> <li>- Early childhood development</li> <li>- Importance of early childhood development</li> <li>- Domains of development</li> <li>- Factors influence on development</li> </ul>	6		
6. Growth and development <ul style="list-style-type: none"> <li>- Benefits of play program in child development</li> </ul>	4		
7. Child health promotion and disease prevention <ul style="list-style-type: none"> <li>- Nutrition</li> <li>- Sleep and activity</li> <li>- Dental health</li> <li>- Injury prevention</li> </ul>	6		
3. Nursing care of the high-risk newborns	6		
4. Nursing care of newborn with abnormal condition at birth <ul style="list-style-type: none"> <li>- Hyperbilirubinemia</li> <li>- Hemolytic disease of the newborn</li> <li>- Blood incompatibility</li> <li>- Idiopathic respiratory Distress syndrome (IRDS)</li> <li>- Neonatal seizures</li> <li>- Neonatal sepsis</li> <li>- Necrotizing enterocolitis (NEC)</li> </ul>	10		
5. Nursing care of newborn with congenital anomalies <ul style="list-style-type: none"> <li>- Cleft lip</li> <li>- Cleft palate</li> <li>- T.E Fistula</li> <li>- Esophageal atresia</li> <li>- Gastroschisis</li> <li>- Omphalocele</li> <li>- Meningocele</li> <li>- Imperforated anus</li> </ul>	8		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
8.Principles of care of sick children - Impact of illness on the child and family - Family-centered care of the child - Concepts of family-centered care - Key elements of family-centered care - Strategy for family-centered care - Benefits of family-centered care - Pain management in Children	10		
9. Health assessment of the child & family - A pediatric health history - Physical examination - Developmental assessment - Nutritional assessment - Family assessment	8		
10. Congenital anomalies - Congenital heart disease - Chromosomal abnormalities - Hirschsprung's Disease - Meckel's diverticulum - Spina bifida - Hydrocephalus	8		
11. Cardiovascular disorders - Acquired heart disease: - Rheumatic fever - Valvular heart disease - Carditis - Congestive heart failure	8		
12. Hematologic and lymphatic disorders - Hemophilia - Thalassemia	4		
13. Endocrine disorders - Juvenile hypothyroidism - Juvenile Diabetes Mellitus	4		
14. Autism: - Definition - Etiology - Risk factors - Clinical manifestation - Investigation - Management	6		

Course Outlines	T	L	P
15. IMCI - 0 -2 months protocol - 2 - 5 years protocol	4		

*Laboratory practice 16 hours will be distributed by subject teachers according to importance of the topic.*

**Clinical Practice 144 hrs:** *Clinical practice 144hours will be distributed by subject teachers according to importance of the topic in the relevant areas.*

# Medical & Surgical Nursing-1

## Paper – I & II

<b>Code</b>	: B233
<b>Theory</b>	: 156hrs
<b>Laboratory</b>	: 36hrs
<b>Practice</b>	: 480 hrs

### Course description:

Nature, acute and chronic illnesses related to medicine & surgery; nurses' roles and interventions in restoring health, preventing complications and recurrence, and maintaining health of adult clients with acute and chronic illness using client-centered and holistic care; medical & surgical interventions and anesthesia; nature of diseases and pathogenesis; alterations in infectious diseases, nosocomial infection, surgical wound, alteration in integumentary system, nervous system, digestive and gastrointestinal system, endocrine & metabolic system; respiratory system.

Introduction and basic principles of drug action: pharmaceutic, pharmacokinetic, and pharmacodynamic; essential drugs; forms of drugs and preparation; action, adverse effect and its management of major drug classes including antibiotics and antiparasitics, anti-inflammatory drugs, antipyretics and analgesics, drugs affecting body systems, i.e., gastro-biliary, urinary, cardiovascular, endocrine, and nervous system, anti-psychotic, anti-neoplastics and immunosuppressive agents.

### Goal:

The goal of Medical & Surgical Nursing -1, is to acquire knowledge & skills regarding Medical & Surgical Nursing including nature of acute and chronic illnesses related to medicine & surgery, Pathophysiology & Pharmacology,

### Objectives:

Upon completion of the course the students will be able to:

1. Describe the nature of acute and chronic illnesses;
2. Explain the nurses' roles and interventions for adult clients with acute and chronic illness;
3. Explain holistic nursing care for adult clients undergo surgical interventions and anesthesia;
4. Diagnose nursing problems, and develop nursing care plan accordingly;
5. Identify and discuss the ethical, moral & legal issues related to the care of adults with acute & chronic illness;
6. Apply knowledge and skill appropriate to clients in assigned clinical area;
7. Explain general principles of drug action;
8. List the national essential drugs and their preparation;

9. Explain the classification, actions, adverse effects, and management of major drug classes including antibiotics and antiparasitics, anti-inflammatory drugs, antipyretics and analgesics, drugs affecting body systems, i.e., gastro-biliary, urinary, cardiovascular, endocrine, and nervous system, anti-psychotic, anti-neoplastics and immunosuppressive agents;
10. Analyze given case scenarios regarding common drug uses, its action, adverse effects, and management.

**Course Requirements:**

1. Classroom attendance : 80%
2. Lab practice : 90%
3. Clinical practice : 90%

**Teaching Methods:**

1. Brain storming
2. Lecture and discussion
3. Demonstration
4. Group work and presentation
5. Simulation exercise
6. Case study
7. Field visit
8. Role play

**Study Materials:**

1. Christensen, B. L. & Kockrow, E. O. (1999). Adult health nursing (3rd ed.). St. Louis, MO: Mosby.
2. Linton, A. D., & Maebius, N. K. (Eds.). (2003). Introduction to medical-surgical nursing (3rd ed. ed.). Philadelphia, PA: Saunders.
3. Phippen, M. L. & Wells, M. P. (1994). Perioperative nursing practice. Philadelphia, PA: W. B. Saunders.
4. Phipps, W. J., Monahan, F. D., Sands, J. K., Marek, J. F., & Neighbors, M. (2003). Medical-surgical nursing: Health and illness perspectives (7th ed.). St. Louis, MO: Mosby.
5. Reeves, C. J., Roux, G., & Lockhart, R. (1999). Medical-surgical nursing. New York: McGraw-Hill.
6. Smeltzer, S. C. & Bare, B. G. (2000). Textbook of medical-surgical nursing (9th ed.). Philadelphia, PA: Lippincott.
7. White, L. & Duncan, G. (2002). Medical-surgical nursing: An integrate approach (2nd ed.). Albany, NY: Delmar Thomson Learning.

8. Clayton, B. D., & Stock, Y. N. (2001). Basic pharmacology for nurses (12th ed.). St. Louis, MO: Mosby.
9. Hodgson, B. B., & Kizior, R. J. (2004). Nursing drug handbook. St. Louis, MO: Saunders.
10. Karch, A. M. (2003). Focus on nursing pharmacology (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
11. Kee, J. L., & Hayes, E. R. (2003). Pharmacology: A nursing process approach (4th ed.). Philadelphia, PA: Saunders.

# Medical & Surgical Nursing-1

## Paper – I: Medical & Surgical Nursing

**Theory:** = 84hrs  
**Lab:** = 36hrs  
**Practice:** = 480 hrs

Course Outlines	T	L	P
1. Concepts in nursing care for adults with acute and chronic illnesses - Nature of acute and chronic illness - Nurses' roles in care of adult clients - Ethical issues related to the care of adult clients	4		
2. Nursing care of adult clients undergo surgical interventions and anesthesia - Pre-operative care - Intra-operative care - Anesthesia - Post-operative care	8		
3. Nursing care of adult clients with alterations in integumentary system: Pathophysiology, Etiology, signs and symptoms, nursing problems and interventions of - - Skin infection - Dermatitis - Psoriasis - Drug reactions and Steven Johnson's syndrome	4		
4. Nursing care of adult clients with infectious diseases: Pathophysiology, Etiology, signs and symptoms, nursing problems and interventions of: - Chikungunia - Dengue - Chicken pox - Cholera - Typhoid fever - Leprosy	12		
5. Nursing care of adult clients with alterations in digestive & gastrointestinal system: Pathophysiology, etiology, signs and symptoms, nursing problems and interventions of: - Peptic Ulcer - Gastrointestinal Bleeding - Inflammatory Bowel Disease - Ulcerative colitis - Gastro enteritis - Diverticular Disease	22		

Course Outlines	T	L	P
<ul style="list-style-type: none"> <li>- Bowel Obstruction</li> <li>- Gastric gavage &amp; lavage</li> <li>- Hemorrhoid and Hernia</li> <li>- Acute appendicitis</li> <li>- Hepatitis</li> <li>- Cirrhosis</li> <li>- Cholecystitis</li> <li>- Acute pancreatitis</li> <li>- Gall stone</li> <li>- Postoperative management and care of digestive &amp; gastrointestinal surgery</li> <li>- Surgical wound</li> </ul>			
<p>7. Nursing care of adult clients with alterations in respiratory system: Pathophysiology, etiology, signs and symptoms, nursing problems and interventions of:</p> <ul style="list-style-type: none"> <li>- Chronic Obstructive Pulmonary Disease <ul style="list-style-type: none"> <li>- Bronchitis</li> <li>- Emphysema</li> </ul> </li> <li>- Bronchiectasis</li> <li>- Asthma</li> <li>- Pneumonia</li> <li>- Pulmonary Tuberculosis</li> <li>- Lung abscess</li> <li>- Postsurgical Management of Thoracic surgery</li> <li>- ICD care (Implantable Cardioverter Defibrillator)</li> <li>- Lung exercise</li> </ul>	12		
<p>8. Basic life support and ethical considerations</p>	4		
<p>9. Nursing care of adult clients with alterations in nervous system: Pathophysiology, etiology, signs and symptoms, nursing problems and interventions of:</p> <ul style="list-style-type: none"> <li>- Meningitis</li> <li>- Neuritis</li> <li>- Epilepsy</li> <li>- Parkinson disease</li> <li>- Increased intra-cranial pressure</li> <li>- Cerebro-vascular accident</li> <li>- Rehabilitative care for clients with neurological deficits and health education for family caregivers: A case analysis</li> <li>- Postsurgical management of clients with neurological surgery <ul style="list-style-type: none"> <li>- Neurological monitoring</li> <li>- Ventriculostomy care</li> </ul> </li> </ul>	12		

Course Outlines	T	L	P
10. Nursing care of adult clients with alterations in endocrine system: Pathophysiology, etiology, signs and symptoms, nursing problems and interventions of: <ul style="list-style-type: none"> <li>- Hormonal disorders</li> <li>- Diabetes Insipidus</li> <li>- Diabetes Mellitus</li> <li>- Gland disorders</li> </ul>	6		

*Laboratory practice 36 hours will be distributed by subject teachers according to importance of the topic.*

**Clinical Practice 480 hrs:** *Clinical practice 480hours will be distributed by subject teachers according to importance of the topic in the releavant areas.*

# Medical & Surgical Nursing - 1

## Paper II: Pharmacology

**Theory:** = 72 hrs

**Lab:** = 0

**Practice:** = 0

Course Outlines	T	L	P
1. Introduction to Pharmacology and principles of drug action: - Terminology - Pharmaceutics - Pharmacokinetic - Pharmacodynamic	10		
2. National essential drugs	4		
3. Classification and form of drugs and preparation & drug calculation	6		
4. Antibiotics - Classification - Action - Adverse effect and its management	6		
5. Anti-parasitic drugs - Actions - Adverse effects and its management	6		
6. Anti-inflammatory drugs - Actions - Adverse effects and its management	6		
7. Anti pyretics and analgesics - Non-opioids - Opioids - Actions - Adverse effects and its management	6		
8. Drug affecting gastro-biliary system - Actions - Adverse effects of drugs and its management	4		
9. Drug affecting urinary system - Actions - Adverse effects of drugs and its management	6		
10. Drug affecting cardio-vascular system - Actions - Adverse effects and its management	4		
11. Drug affecting respiratory system - Actions - Adverse effects and its management	4		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
12. Drug affectin gendocrine system - Actions - Adverse effects and its management	2		
13. Drug affecting nervous system - Actions - Adverse effects and its management	2		
14. Drug affecting anti-psychotic drugs - Actions - Adverse effects and its management	2		
15. Drug affecting anti-neoplastic drugs - Actions - Adverse effects and its management	2		
16. Drug affecting immunosuppressive agents - Actions - Adverse effects and its management	2		

## Orthopedic Nursing

<b>Code</b>	:	B234
<b>Theory</b>	:	72hrs
<b>Laboratory</b>	:	24hrs
<b>Practice</b>	:	144hrs

### Course description:

Introduction to orthopedic nursing; concept of immobility; nurses' roles and interventions in preventing musculoskeletal injuries, maintaining and restoring health of orthopedic clients using client-centered and holistic care in the context of family and community; theory and practice in providing care to clients with fracture and dislocation, orthopedic surgery, autoimmune and inflammatory disorders, degenerative disorders, infections, neoplasm, and congenital and developmental disorders; immobilization and use of orthopedic devices; ethical and legal consideration in care of orthopedic clients.

### Goal:

The overall aim of Orthopedic Nursing is to provide knowledge and skills regarding orthopedic nursing & its management.

### Objectives:

Upon completion of the course the students will be able to:

1. Describe the nature of orthopedic nursing;
2. Explain concept of immobility, prevention and management of adverse effects of immobility;
3. Explain concepts and care of clients of trauma, fracture and dislocation;
4. Explain clients' undergoing orthopedic surgery, clients with autoimmune and inflammatory disorders, degenerative disorders, infections, neoplasms, and congenital and developmental disorders;
5. Determine the use of immobilization modalities and orthopedic devices;
6. Demonstrate ability in providing client-centered and holistic nursing care for orthopedic clients and their family;
7. Provide individual health education for orthopedic clients;
8. Provide group education regarding injury prevention and safety;
9. Identify and discuss ethical and legal issues related to the care of orthopedic clients.

### Course Requirements:

1. Classroom attendance : 80%
2. Lab practice : 90%
3. Clinical practice : 90%

**Teaching Methods:**

1. Brain storming
2. Lecture and discussion
3. Demonstration
4. Group work and presentation
5. Case study
6. Field visit
7. Role play

**Study Materials:**

1. Duckworth. T, Blundell C.M., (2010), *Orthopedics and Fractures*, (4<sup>th</sup> edition), Wiley-Blackwell, New Jersey (United States)
2. Kneale J, (2005), *Orthopaedic and trauma nursing*, (9th edition), Elsevier, Churchill Livingstone, UK
3. Linton, A. D., & Maebius, N. K. (Eds.). (2003). *Introduction to medical-surgical nursing* (3rd ed. ed.). Philadelphia, PA: Saunders.
4. Maher, A. B., Salmond, S. W., & Pellino, T. A. (1998). *Orthopedic nursing* (2nd ed.). Philadelphia, PA.

## Orthopedic Nursing

**Theory:** = 72 hrs  
**Lab:** = 24 hrs  
**Practice:** = 144 hrs

Course outlines	T	L	P
1. Introduction to orthopedic Nursing <ul style="list-style-type: none"> <li>- Common orthopedic problems</li> <li>- Acute and chronic conditions</li> <li>- Psychosocial and spiritual aspects</li> <li>- Roles of orthopedic nurses</li> </ul>	6		
2. Immobility <ul style="list-style-type: none"> <li>- Definition</li> <li>- Causes</li> <li>- Adverse effects</li> <li>- Risks and risk assessment</li> <li>- Prevention and management of adverse effects</li> </ul>	4		
3. Trauma, fracture and dislocation <ul style="list-style-type: none"> <li>- Terminology</li> <li>- Types of fracture and dislocation</li> <li>- Mechanisms of injury and Pathophysiology</li> <li>- Complications</li> </ul>	6		
4. Autoimmune and inflammatory disorders: Rheumatoid arthritis <ul style="list-style-type: none"> <li>- Causes</li> <li>- Signs and symptoms</li> <li>- Treatments</li> <li>- Nursing concerns and interventions</li> </ul>	4		
5. Degenerative disorders: Osteoarthritis <ul style="list-style-type: none"> <li>- Causes</li> <li>- Signs and symptoms</li> <li>- Treatments</li> <li>- Nursing concerns and interventions</li> </ul>	4		
6. Infections: Osteomyelitis, septic arthritis <ul style="list-style-type: none"> <li>- Causes</li> <li>- Signs and symptoms</li> <li>- Treatments</li> <li>- Nursing concerns and interventions</li> </ul>	6		
7. Neoplasms: Sarcoma, metastatic bone diseases <ul style="list-style-type: none"> <li>- Causes (primary, secondary)</li> <li>- Signs and symptoms</li> </ul>	4		

<b>Course outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
<ul style="list-style-type: none"> <li>- Treatments</li> <li>- Nursing concerns and interventions</li> </ul>			
<b>8. Holistic care of orthopedic clients: A case study</b> <ul style="list-style-type: none"> <li>- Bio-psychosocial, spiritual being of an individual</li> <li>- The family and the community</li> <li>- Patient and family needs/problems</li> <li>- Nursing concerns and interventions</li> <li>- Legal and ethical considerations</li> </ul>	8		
<b>9. Care of clients with fracture and/or dislocation</b> <ul style="list-style-type: none"> <li>- Treatments: <ul style="list-style-type: none"> <li>- Closed treatments <ul style="list-style-type: none"> <li>- Closed reduction</li> <li>- Immobilization (external fixation)</li> </ul> </li> <li>- Open treatments <ul style="list-style-type: none"> <li>- Open reduction</li> <li>- Internal fixation</li> </ul> </li> </ul> </li> <li>- Treatment of open fracture</li> </ul>	6		
<b>10. Nursing concerns and interventions</b> <ul style="list-style-type: none"> <li>- Pain management</li> <li>- Prevention and restoration of neurovascular dysfunction</li> <li>- Infection prevention</li> <li>- Patient education and (self-care, exercise promotion, nutrition)</li> </ul>	6		
<b>11. Care of clients undergoing orthopedic surgery</b> <ul style="list-style-type: none"> <li>- Common orthopedic surgery <ul style="list-style-type: none"> <li>- Fixation</li> <li>- Amputation</li> <li>- Joint fusion (arthrodesis)</li> <li>- Joint replacement (arthroplasty)</li> </ul> </li> <li>- Preoperative care</li> <li>- Postoperative care</li> </ul>	6		
<b>12. Congenital and developmental disorders: Cerebral palsy, spina bifida, clubfoot (Talipes equinovarus)</b> <ul style="list-style-type: none"> <li>- Causes (primary, secondary)</li> <li>- Signs and symptoms</li> <li>- Treatments</li> <li>- Nursing concerns and interventions</li> </ul>	6		
<b>10. Immobilization and use of orthopedic devices</b> <ul style="list-style-type: none"> <li>- Casts and splints</li> <li>- External fixators</li> </ul>	6		

Course outlines	T	L	P
<ul style="list-style-type: none"> <li>- Traction (skin, skull, skeletal)</li> <li>- Nursing concerns and interventions</li> </ul>			

*Laboratory practice 24hours will be distributed by subject teachers according to importance of the topic.*

***Clinical Practice 144 hrs:*** *Clinical practice 144hours will be distributed by subject teachers according to importance of the topic in the relevant areas.*

# 3<sup>rd</sup> Year

## **Medical & Surgical Nursing-2**

### **Paper I & II**

<b>Code</b>	:	B331
<b>Theory</b>	:	176hrs
<b>Laboratory</b>	:	0
<b>Practice</b>	:	384hrs

#### **Course description:**

Theory & practice in common, simple and complex health situations of adult clients with alterations in genitourinary system, male reproductive system, cardiovascular system, hematologic and lymphatic system, immune system; Oncological problems-Tumour and neoplasm & palliative care; medical & surgical conditions of the eye and ENT; sexually transmitted diseases.

Demographic trends in Bangladesh; concepts, theories related to aging; assessment and nursing strategies related to common health problems of elder population in Bangladesh; health promotion and illness prevention in the elderly; holistic care of the elderly with common and specific health problems; issues and trends in providing care for the elderly.

#### **Goal:**

The goal of Medical & Surgical Nursing – II is to acquire knowledge and skills regarding Medical & Surgical Nursing including; pathophysiology; oncology, genitourinary system, male reproductive system, hematologic and lymphatic system, immune system; Tumour and neoplasm, palliative care; eye and ENT; Sexually Transmitted Diseases and Gerontological Nursing.

#### **Objectives:**

Upon completion of the course the students will be able to:

1. Explain the nurses' roles and interventions for adult clients with acute and chronic illness accordance to professional codes of ethics;
2. Explain the pathophysiological and psychosocial responses in common, simple, and complex health problems/situations of adult clients with cancer and palliative care, alterations in genitourinary system, male reproductive system, hematologic and lymphatic system, immune system and Sexually Transmitted Diseases, and conditions of the eye and ENT.
3. Identify and discuss ethical, moral, and legal issues related to the care of cancer patient in acute/chronic conditions.
4. Diagnose nursing problems, and develop nursing care plan accordingly

5. Understand the concept of forensic nursing
6. Discuss population trends in Bangladesh
7. Describe concepts and theories related to aging people
8. Describe health promotion and illness prevention strategies for elder clients
9. Analyze issues and trends in providing care for older clients
10. Apply nursing process in providing care for elder clients with common and specific health problems.

**Course Requirements:**

1. Classroom attendance : 80%
2. Clinical practice : 90%

**Teaching Methods:**

1. Brain storming
2. Lecture and discussion
3. Demonstration
4. VDO
5. Group work and presentation
6. Case study
7. Field visit
8. Role play

**Study Materials:**

1. Basavanthappa BT,(2009), Medical Surgical Nursing, (2nd edition), Jaypee Brothers Medical Publishers (P) Ltd, India
2. Christensen, B. L. & Kockrow, E. O. (2011). Adult health nursing (5<sup>th</sup> ed.). St. Louis, MO: Mosby.
3. Linton, A. D., & Maebius, N. K. (Eds.). (2003). Introduction to medical-surgical nursing (3rd ed. ed.). Philadelphia, PA: Saunders.
4. Phipps, W. J., Monahan, F. D., Sands, J. K., Marek, J. F., & Neighbors, M. (2003). Medical-surgical nursing: Health and illness perspectives (7th ed.). St. Louis, MO: Mosby.
5. Smeltzer S. C. , Bare B G. , Cheeve K.H. , "Brunner and Suddarth's Textbook of Medical-Surgical Nursing"(12th edition), Lippincott Williams and WilkinsPublication , Philadelphia, United States
6. White, L. & Duncan, G. (2002). Medical-surgical nursing: An integrate approach (2nd ed.). Albany, NY: Delmar Thomson Learning.

# Medical & Surgical Nursing-2

## Paper – I: Medical & Surgical Nursing & Pathophysiology

**Theory:** = 112hrs

**Lab:** = 0

**Practice:** = 288 hrs

Course Outlines	T	L	P
1. Nursing care of adult clients with alteration in genitourinary system: etiology, signs & symptoms, nursing problems and interventions of - <ul style="list-style-type: none"> <li>-Urinary tract infection</li> <li>-Urinary tract obstruction</li> <li>-Urolithiasis</li> <li>-Urinary incontinence</li> <li>-Acute Glomerulonephritis</li> <li>-Nephrotic syndrome</li> <li>-Chronic renal failure</li> <li>-Post-operative management and care of urological surgery</li> </ul>	20		
2. Nursing care of adult clients with alteration in male reproductive system: etiology, signs and symptoms, Nursing problems and interventions of - <ul style="list-style-type: none"> <li>-Benign prostatatic hyperplasia</li> <li>-Sexually transmitted diseases</li> </ul>	10		
3. Nursing care of adult clients with alterations in cardiovascular system: Pathophysiology, etiology, signs & symptoms, nursing problems and interventions of - <ul style="list-style-type: none"> <li>- Valvular problems: stenosis &amp; regurgitations</li> <li>- Pericarditis, infective endocarditis and myocarditis</li> <li>- Congestive heart failure</li> <li>- Hypertension</li> <li>- Arteriosclerosis</li> <li>- Vericose vein</li> <li>- Aortic aneurism</li> <li>- Post-surgical management of clients with cardiovascular surgery</li> </ul>	20		
4. Nursing care of adult clients with alterations in hematologic and lymphatic system: etiology, signs and symptoms, nursing problems and interventions of: <ul style="list-style-type: none"> <li>- Anemia</li> <li>- Bleeding disorder</li> <li>- Leukemia</li> <li>- Lymphoma</li> </ul>	8		
5. Nursing care of adult clients with pain <ul style="list-style-type: none"> <li>- Concept of pain</li> <li>- Pain assessment</li> <li>- Pain medication</li> </ul>	12		

Course Outlines	T	L	P
- Non-drug interventions			
6. Nursing care of adult clients with alterations in immune system and HIV/AIDS: Etiology, signs and symptoms, nursing problems and interventions <ul style="list-style-type: none"> <li>- Bone marrow dysfunction</li> <li>- Drug-induced leukocytopenia</li> <li>- HIV/AIDS</li> </ul>	12		
7. Nursing care of clients with Cancer <ul style="list-style-type: none"> <li>-Introduction to cancer nursing</li> <li>-General manifestations of cancer</li> <li>-Cancer treatments and adverse complications <ul style="list-style-type: none"> <li>- surgery</li> <li>-chemotherapy</li> <li>-radiotherapy</li> </ul> </li> <li>- Psychosocial and spiritual response to cancer diagnosis</li> <li>- Nursing care of adult clients with cancer</li> <li>- Ethical issues related to care of clients with cancer: truth-telling, advocacy</li> </ul>	14		
8. Nursing care of adult clients with disorders of the eyes and vision problem, and ears and hearing problems: Etiology, signs and symptoms, nursing problems and interventions of: <ul style="list-style-type: none"> <li>- Conjunctivitis</li> <li>- Glaucoma</li> <li>- Cataract</li> <li>- Eye injury</li> <li>- Retinal detachment</li> <li>- Ear infection</li> <li>- Hearing impairment</li> <li>- Postsurgical management of clients with eye and ENT surgery</li> </ul>	16		

**Clinical Practice 288 hrs:** Clinical practice 288hours will be distributed by subject teachers according to importance of the topic in the relevant areas.

# Medical & Surgical Nursing-2

## Paper – II: Gerontological Nursing

**Theory:** = 64 hrs

**Lab** = 0

**Practice:** = 96 hrs

CourseOutlines	T	L	P
1. Introduction to gerontological nursing <ul style="list-style-type: none"> <li>- Elder population in Bangladesh</li> <li>- Demographic Trends (Life Expectancy , Morbidity &amp; Mortality)</li> <li>- Overview of health policy related to the elderly care</li> <li>- Theories of Aging</li> </ul> 2. Overview of common aging changes	14		
3. Nursing and the elderly <ul style="list-style-type: none"> <li>- Health care setting and services for the elderly</li> <li>- Nurse’s roles in elderly care &amp; attitude towards elderly care</li> <li>- Nursing process in elderly care</li> <li>- Holistic gerontological care</li> </ul>	12		
4. Health promotion and illness prevention <ul style="list-style-type: none"> <li>- Concepts of health promotion and illness prevention</li> <li>- Activity and exercise</li> <li>- Nutrition and elimination</li> <li>- Sleep and rest</li> <li>- Safety (include medication)</li> <li>- Psychological well-being and spirituality</li> </ul>	12		
5. Care of elderly with specific problems <ul style="list-style-type: none"> <li>- Falls in the elderly</li> <li>- Mobility problems</li> <li>- Musculoskeletal problems</li> <li>- Incontinence &amp; elimination problems</li> <li>- Cardiovascular problems</li> <li>- Endocrine problems</li> <li>- Sensory problems</li> </ul>	18		
6. Gerontological care issues <ul style="list-style-type: none"> <li>- Coping with chronic illness</li> <li>- Family role and elderly care</li> <li>- Death and bereavement in old age</li> <li>- Elder abuse</li> </ul>	8		

**Clinical Practice 96 hrs:** Clinical practice 96 hours will be distributed by subject teachers according to importance of the topic in the relevant areas.

# Community Health Nursing

<b>Code</b>	: B332
<b>Theory</b>	: 132 hrs
<b>Laboratory</b>	: 0
<b>Practice</b>	: 240 hrs

## Subject Description:

Concepts of community health nursing; demographic trends, common community health problems; cultural diversification in community; community approach Community organization; community participation; community empowerment; Nurses' roles in health promotion; fundamental theories of health beliefs model and illness prevention; immunization, early screening, environmental health; elements & principles of primary health care; approaches to PHC; Health care delivery system; nurses' roles & responsibility of a community health nurse; health education, concept related to family health nursing; family assessment; family counseling; care of family care givers; Nursing care for special health concerns - women & child abuse, vulnerable groups such as disadvantaged people, women, children, elderly, disabled & handicapped; concept of disasters and its management, occupational health; Hazards and related diseases & nurses role.

Nursing care for special health concerns - women & child abuse in the family; Vulnerable groups in the community including poor, disabled & handicapped, special need children, adult and aged.

Concepts and principles of Epidemiology; occurrence and distribution of diseases; indicators of health; epidemic investigations; prevention and control of communicable and non-communicable diseases; population health statistics etc.

## Goal:

The aim of the course is to provide knowledge regarding community health nursing & epidemiology.

## Objectives:

Upon completion of the course the students will be able to:

1. Explain concepts of community health nursing
2. Explain demographic trends of common diseases in Bangladesh
3. Discuss the cultural diversification and community approach including community participation & community empowerment
4. Discuss the concept of health promotion, theories of health beliefs model; illness prevention, immunization, early screening, environmental health
5. Explain the concept, elements & principles of primary health care
6. Discuss briefly concepts of school health, nurses roles and responsibilities,
7. Identify the group of vulnerable people
8. Explain the concept of disasters, preparedness and disasters management

9. Explain the concepts and principle of epidemiology; indicators of health; prevention and control of communicable and non-communicable diseases & population health statistics;
10. Provide essential nursing treatments of healthy clients and clients with minor deviation across the life span i.e. Infants, children, adolescents, adults and elders.
11. Explain principles of family centered care & health beliefs and practices
12. Provide nursing interventions in emergency situations & special conditions.

**Course Requirements:**

1. Classroom attendance : 80%
2. Clinical practice : 90%

**Teaching-Method:**

1. Brain storming
2. Lecture & discussion
3. Role Play
4. Group work and presentation
5. Field visit and report writing

**Study Materials:**

1. Basavanthappa B.T,(2011), *Essentials of Community Health Nursing*,(1<sup>st</sup> edition), Jaypee Brothers Medical Publishers (P) Ltd New Delhi, India
2. Clement I, (2017), *Basic Concepts of Community Health Nursing* (2<sup>nd</sup> edition ),Jaypee Brothers Medical Publishers (P) Ltd New Delhi, India
3. Clemen-Stone, S., McGuire, S. L., & Eigsti, D. G. (2002). *Comprehensive community health nursing: Family, aggregate, and community practice* (6th ed.). St. Louis, Mo.: Mosby.
4. Hitchcock, J., Schubert, P. E., & Thomas, S. A. (2003). *Community health nursing: Caring in action* (2<sup>nd</sup> ed.). Australia: Thomson.
5. Hunt, R. (2001). *Introduction to community-based nursing* (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott.
6. McEwen, M. (2003). *Community-based nursing: An introduction* (2<sup>nd</sup> ed.). Philadelphia : Saunders.
7. Park K, (2015), *Text book of preventive and social Medicine*, (23<sup>th</sup> ed.) M/S Banarsidas Bhanot Publishers, New Delhi, India.
8. Stanhope, M. and Lancaster, J. (2002). *Foundations of Community Health Nursing: Community Oriented Practice*. St. Louis: Mosby.

## Community Health Nursing

**Theory:** = 132 hrs

**Lab:** = 0

**Practice:** = 288hrs

Course Outlines	T	L	P
1. Introduction to community, community health nursing & community oriented nursing <ul style="list-style-type: none"> <li>- Demographic trends of common diseases</li> <li>- Cultural diversification in the community.</li> <li>- Common community health problems in Bangladesh               <ul style="list-style-type: none"> <li>• Communicable diseases</li> <li>• Noncommunicablediseases</li> </ul> </li> </ul>	10		
2. Community approach <ul style="list-style-type: none"> <li>- Community participation</li> <li>- Community empowerment</li> </ul>	2		
3. Concept of health promotion : Individual & family health promotion <ul style="list-style-type: none"> <li>- Theories of health beliefs model</li> <li>- Illness prevention &amp; essential nursing treatment</li> <li>- Concept of individual health</li> <li>- National healthcare policy</li> <li>- Health care delivery systems</li> <li>- Essential Service Package</li> <li>- Modification of lifestyle &amp; health behavior individual in community</li> <li>- Characteristics of healthy and unhealthy state (illness and wellness)</li> <li>- Self-care&amp; its management</li> <li>- Trans-theoretical model</li> <li>- Immunization:               <ul style="list-style-type: none"> <li>- Importance of immunization in prevention of communicable diseases</li> <li>- Vaccination</li> <li>- Immunization schedule</li> </ul> </li> <li>- Early screening:               <ul style="list-style-type: none"> <li>- Significance of early screening in disease/illness prevention</li> <li>- Early screening practices:                   <ul style="list-style-type: none"> <li>- Assessment of child growth and development</li> <li>- Breast self-examination</li> <li>- Cervical cancer screening</li> <li>- Mental health screening</li> </ul> </li> </ul> </li> <li>- Environmental health:               <ul style="list-style-type: none"> <li>- Occupational health</li> <li>- Occupational hazards</li> <li>- Injury prevention and safety promotion</li> </ul> </li> </ul>	24		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
4. Primary Health Care - Key elements - Principles - Health facilities - Implementation strategies	4		
5. School health - Concepts of school health - Importance of school health - Nurses roles and responsibilities	4		
6. Vulnerable people - Women - Children - Elderly - Disabled & - Handicapped	6		
7. Concept of Disasters - Types - Triage - Preparedness & disasters management	16		
8. Concepts of epidemiology - Principles - Occurrence and distribution of diseases - Indicators of community health - Epidemic investigations & health surveillances - Prevention and control of communicable and non-communicable diseases	16		
9. Care of clients across life span - Infants & Children - Adolescents - Adult women & men - Elders	6		
10. Concept of family health nursing - Changing demographics - Family nursing - Roles and responsibilities of a community health nurses	4		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
11. Concept and principles of family centered care <ul style="list-style-type: none"> <li>- Family centered care</li> <li>- Roles of family</li> <li>- Communication in family</li> <li>- Empowerment among family members</li> <li>- Decision making</li> <li>- Coping</li> <li>- Values</li> <li>- Understanding the relationship among family members in the Bangladesh culture</li> </ul>	8		
12. Factors influencing family health <ul style="list-style-type: none"> <li>- Family culture and health</li> <li>- Socioeconomic status and family health</li> <li>- Spirituality and religion</li> <li>- Stress and crisis</li> <li>- Adaptation to acute and chronic illness</li> </ul>	6		
13. The nursing process and family nursing <ul style="list-style-type: none"> <li>- Family assessment</li> <li>- Family intervention</li> </ul>	4		
14. Family counseling	4		
15. Family planning and contraception	6		
11. Nursing care of family during life cycle transition <ul style="list-style-type: none"> <li>- Family nursing with childbearing family</li> <li>- Family nursing with child rearing family</li> <li>- Family nursing with families in middle years</li> <li>- Family nursing with aging families</li> <li>- Family nursing for caregivers</li> </ul>	6		
17. Nursing care of families with special health concerns <ul style="list-style-type: none"> <li>- Family nursing and mental illness</li> <li>- Families with disabilities and handicapped</li> <li>- Family violence, particularly women and child abuse, acid and rape victims</li> <li>- Families and substance abuse</li> <li>- Families and chronic illness</li> </ul>	6		
<b><i>Clinical /Field Practice 288 hrs:</i></b> Clinical practice 288 hours will be distributed by subject teachers according to importance of the topic in the relevant areas.			

# Psychiatric Nursing

<b>Code</b>	:	B333
<b>Theory</b>	:	80hrs
<b>Laboratory</b>	:	0
<b>Practice</b>	:	192hrs

## Course description:

Introduction to psychiatric nursing; bio-psychosocial theories of mental health and illness, determinants of mental illness; cultural and socioeconomic factors and psychotherapeutic modalities; theory, emotional crises, minor & major psychiatric illnesses within communities; ethical issues relevant to care of clients with psychiatric and mental health problems; public and private systems of care for mental health promotion, restoration, and rehabilitation in Bangladesh.

## Goal:

The aim of the course is to gain knowledge and develop skills in caring for clients with mental health and psychiatric problems about psychiatric nursing within individual family and community context.

## Objectives:

Upon completion of the course the students will be able to:

1. Explain the concept of psychiatric nursing
2. Explain the biopsychosocial theories of mental health and illness
3. Describe the determinants of mental illness
4. Discuss cultural and socioeconomic considerations significant to mental health illness and treatment
5. Explain the pathophysiology and psychodynamics of psychiatric disorders
6. Provide interventions to manage a psychiatric patient
7. Identify and discuss the ethical and legal issues associated with mental health and psychiatric nursing
8. Use the nursing process to assess needs and problems, and develop appropriate nursing care plan for clients with mental health and psychiatric problems
9. Demonstrate the holistic nursing care to individuals with emotional crisis and acute chronic psychiatric illness and their families within community context
10. Demonstrate a therapeutic nurse-client relationship as well as communication with patients experiencing psychiatric symptoms
11. Provide health education to promote mental health

**Course Requirements:**

1. Classroom attendance : 80%
2. Lab practice : 90%
3. Clinical practice : 90%

**Teaching Method:**

1. Brain storming
2. Lecture & discussion
3. Demonstration
4. Role Play
5. Group work and presentation
6. Field visit and report writing

**Study Materials:**

1. Basavanhappa B T, (2007), Psychiatric Mental Health Nursing, (1<sup>st</sup> edition), Jaypee Brothers Medical Publishers (P) Ltd, India
2. Fortinash, K. M. & Worret, P. H. (2012). Psychiatric nursing care plan (5th ed). St Louis, MO: Mosby.
3. Philadelphia, PA: Churchill Livingstone Stuart, G. W., & Laraia, M. T. (2001). Principles and practice of psychiatric nursing (7th ed). St. Louis, MO: Mosby.
4. Rinomhota, A. S., & Marshall, P. (2000). Biological aspects of mental health nursing.

**Basavanhappa B T**

Publisher: Jaypee Brothers Medical Publishers (P) Ltd.

## Psychiatric Nursing

**Theory:** = 80hrs

**Lab:** = 0

**Practice:** = 192 hrs

Course Outlines	T	L	P
1. Introduction to Psychiatric Nursing <ul style="list-style-type: none"> <li>- The concept of psychiatric nursing &amp; its importance</li> <li>- Mental Health</li> <li>- Determinants</li> <li>- Mental Health Illness Continuum</li> <li>- Determinants of mental illness</li> <li>- Cultural and socioeconomic factors related to mental health care</li> <li>- Ethical and legal Issues</li> <li>- Psychiatric nursing process</li> <li>- Community mental health Nursing</li> </ul>	12		
2. Biopsychosocial theories of mental health and illness <ul style="list-style-type: none"> <li>- Biological model</li> <li>- Social model</li> <li>- Psychoanalytic model</li> <li>- Interpersonal model</li> <li>- Lazarus's—Theory of Emotion</li> <li>- Crisis theory</li> </ul>	6		
3. Psychotherapeutic modalities <ul style="list-style-type: none"> <li>- Psychopharmacology and Other Biologic Treatments</li> <li>- Family interventions/ therapy</li> <li>- Psychotherapy: individual and group</li> <li>- Psychiatric Nursing Interventions</li> </ul>	4		
4. Therapeutic Communication and the Therapeutic Relationship <ul style="list-style-type: none"> <li>- Therapeutic use of self</li> <li>- Empathy</li> <li>- Phases of nurse-patient relationship</li> <li>- Therapeutic communication techniques</li> </ul>	8		
5. Care of clients with Schizophrenia and other psychotic disorders (etiology, signs and symptoms, cause, nursing problems and interventions)	4		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
6. Care of clients with mood disorders (Etiology, signs and symptoms, cause, nursing problems and interventions)	2		
7. Care of clients with anxiety disorders (Etiology, signs and symptoms, nursing problems and interventions)	4		
8. Care of clients with psychosomatic illnesses and somatoform disorders (Etiology, signs and symptoms, nursing problems and interventions)	4		
9. Care of clients with neuropsychiatric disorders: Obsessive Compulsive disorder (OCD)(Etiology, signs and symptoms, nursing problems and interventions)	4		
10. Care of clients with delirium dementias, and other related (Etiology, signs and symptoms, nursing problems and interventions)	4		
11. Care of clients with substance abuse disorders and substance-related disorders (Etiology, signs and symptoms, nursing problems and interventions)	4		
12. Care of clients with sexual disorders (Etiology, signs and symptoms, nursing problems and interventions)	4		
13. Care of clients with suicide: Children, Adolescents, Adults and Elders	6		
14. Emergency psychiatric nursing care	4		
15. Mental Health Promotion across lifespan	6		
16. Public and private systems of care for mental health, including referral system	4		

**Clinical /Field Practice 192 hrs:** Clinical practice 192hours will be distributed by subject teachers according to importance of the topic in the relevant areas.

## Emergency and Critical Care Nursing

<b>Code</b>	:	B334
<b>Theory</b>	:	80 Hours
<b>Lab</b>	:	36 Hours
<b>Practice</b>	:	192 Hours

### Course description:

Introduction to emergency and critical care nursing; nurses' role in injury prevention; psychosocial, spiritual, and ethical concerns in care of clients under emergency and critical conditions; end-of-life care; theory and practice in providing care to clients, in the context of family and community, with emergency and critical conditions in dying cases.

### Goal:

The aim of course is to develop competencies in the implementation of therapeutic nursing interventions to apply a comprehensive care at the end of life for clients with emergency and critical conditions.

### Objectives:

Upon completion of the course the students will be able to:

1. Define concept of emergency and critical care situation and its principles;
2. Explain the various roles of the nurse in critical situation;
3. Explain the physiological, psychosocial, and spiritual responses and concerns of individuals experiencing serious or potentially life-threatening alterations in one or more body system;
4. Identify nursing interventions to mediate the effects of the critical care environment on clients and families;
5. Consider ethical concern during delivering of critical care in all settings;
6. Use the nursing process in providing holistic care for children and adult clients and families in emergency;
7. Demonstrate, orally and in writing, critical-thinking skills necessary in providing care for critically ill children and adult clients with alterations in wholeness;
8. Demonstrate sound clinical judgment in providing nursing care for children and adults with emergency and critically illness conditions;
9. Communicate effectively with children and adult clients, families, and health care team in the delivery of care within the critical care context;
10. Apply knowledge of ethical and legal issues in the provision of emergency and critical care nursing.

**Course Requirements:**

1. Classroom attendance : 80%
2. Lab practice : 90%
3. Clinical practice : 90%

**Teaching Methods:**

1. Brain storming
2. Lecture and discussion
3. Demonstration
4. Group work and presentation
5. Simulation exercise
6. Case study
7. Role play

**Study Materials:**

1. Bucher, L. & Malander, s. (2010). Critical care nursing. (3<sup>rd</sup> edition), Philadelphia, PA: W. B. Sanders Company.
2. Kuruvilla. J.(2008) ,Essentials of Critical Care Nursing, (1st edition), Jaypee Brothers Medical Publishers (P) Ltd.,India
3. Grenwik, A. (2000). Textbook of critical care (4th ed.). Philadelphia, PA: W. B. Saunders Company.
4. Mc Quillan, A., Von Rueden, K. T., Hartsock, R. L., Flynn, M. B., & Whalen, E. (2002). Trauma nursing: From resuscitation through rehabilitation (3rd ed.). Philadelphia, PA: W. B. Saunders Company.
5. Website: American Association of Critical-care Nurses– [http://www. Aacn.org](http://www.Aacn.org)
6. Vincent, J. L. (2016), *Textbook of Critical Care*, (7th edition), Elsevier, US

## Emergency and Critical Care Nursing

**Theory:** = 80 hrs  
**Lab:** =36  
**Practice:** = 192hrs

Course Outlines	T	L	P
1. Introduction to emergency and critical nursing <ul style="list-style-type: none"> <li>- Psychosocial alteration, sleep alteration, Nutritional alteration, Pain and stress, spiritual concerns in care of clients under emergency and critical conditions</li> <li>- Roles of critical care nurses</li> <li>- Ethical and legal issues relevant to the care of clients with critical conditions and dying.                             <ul style="list-style-type: none"> <li>- Euthanasia</li> <li>- Prolonging life</li> </ul> </li> </ul>	8		
2. The end of life care in critical setting <ul style="list-style-type: none"> <li>- Concept of palliative care</li> <li>- Principles</li> <li>- Roles of nurses in end of life care</li> </ul>	6		
3. Nursing care for clients and families with cardiac emergency: etiology, signs and symptoms, nursing problems and intervention of <ul style="list-style-type: none"> <li>- Myocardial infarction</li> <li>- Cardiac arrhythmia</li> <li>- Cardiothoracic Surgery</li> </ul>	8		
4. Cardiopulmonary resuscitation	6		
5. Nursing care for clients and families with shock: Etiology, signs and symptoms, nursing problems and intervention of <ul style="list-style-type: none"> <li>- Cardiac shock</li> <li>- Neurogenic shock</li> <li>- Septic shock</li> <li>- Anaphylactic shock</li> </ul>	8		

Course Outlines	T	L	P
6. Nursing care for clients and families with pulmonary emergency: Etiology, signs and symptoms, nursing problems and intervention of <ul style="list-style-type: none"> <li>- Respiratory failure and ARDS (Adult Respiratory Distress Syndrome)</li> <li>- Chest trauma emergencies</li> </ul>	4		
7. Nursing care with clients on mechanical ventilation	4		
8. Nursing care for clients and families with neurological emergency - etiology, signs and symptoms, nursing problems and intervention of <ul style="list-style-type: none"> <li>- Coma</li> <li>- Head injury</li> </ul>	6		
9. Nursing care for clients and families with acid-base disturbances: etiology, signs and symptoms, nursing problems and intervention	4		
10. Nursing care for clients and families with renal emergency -etiology, signs and symptoms, nursing problems and intervention of Acute Renal failure	6		
11. Nursing care for clients and families with metabolic emergency: Etiology, signs and symptoms, nursing problems and intervention of DKA (Diabetic ketoacidosis)	4		
12. Nursing care for clients and families with multi systems failure: etiology, signs and symptoms, nursing problems and intervention	6		
13. Nursing care for clients and families with burn: etiology, signs and symptoms, nursing problems and intervention	6		
14. Nursing care for clients and families with drug overdose & attempt to suicide	4		

**Clinical Practice 192 hrs:** Clinical practice 192hours will be distributed by subject teachers according to importance of the topic in the relevant areas.

# **4<sup>th</sup> Year**

## **Midwifery**

### **Paper 1 & II**

<b>Code</b>	: B431
<b>Theor</b>	: 208 hrs
<b>Lab</b>	: 72 hrs
<b>Practice</b>	: 736 hrs

**Course description:** Introduction to midwifery; roles and responsibility of a nurse & midwife, ethics in midwifery; maternal and newborn health situations in Bangladesh; fertilization; growth and development of foetus; changes and impacts of during pregnancy; mechanisms of labour; comprehensive and holistic care to pregnant women and their foetus, newborns and families from preconception, antenatal, labour to postnatal period; normal delivery, immediate care of the newborns & resuscitation, Care of newborns in the first 28 days of life, health assessment, risk assessment, supportive emergency and restorative care of newborns with abnormalities; family planning and counseling, early and exclusive breast feeding. Concept of Reproductive Health, Ethical and legal issues relevant to the care of clients with reproductive health needs.

Obstetrics: Comprehensive and holistic care to pregnant women having abnormal obstetrics, labour to postnatal period; early detection of obstetric complications and conditions detrimental to health of pregnant women and their fetus, timely procurement of medical assistance and referral, and first line management for obstetric emergencies and life threatening situations; gynecological nursing,; use of midwifery standards for quality management; ethical issues concerning the maternal and newborn health.

#### **Goal:**

The aim of the course is to gain knowledge and skills regarding Midwifery including Obstetrical, Newborn, Reproductive Health, and Gynaecological Nursing.

#### **Objectives:**

Upon completion of the course the students will be able to:

1. Explain the concept of Midwifery;
2. Explain the role & responsibilities of nurse & midwife within health care system;
3. Explain embryonic and fetal developments;
4. Analyze the ethical, social and legal issues related to maternal and newborn care for midwifery in Bangladesh;

5. Identify the bio-psychosocial and spiritual changes and adaptations during pregnant, labor, and postpartum periods of the women;
6. Analyze the impacts of being pregnant on women and their family;
7. Explain mechanism of labor;
8. Use nursing process and related theories to provide holistic care to women and fetus/newborns during pregnant, labor, and postpartum periods involving family participation;
9. Identify common abnormal obstetric complications and factors influencing such complications;
10. Explain pathophysiological, psychosocial, and spiritual impacts of abnormal obstetric and underlying medical conditions on pregnant women, their fetuses/newborns, and families;
11. Explain the concept of reproductive health, fertility & infertility;
12. Explain the role of nurse midwives in safe motherhood;
13. Provide first line management & holistic;
14. Explain the important roles of midwives in domiciliary midwifery care;
15. Care for women with abnormal obstetric condition and, refer to the appropriate health institute;
16. Perform health assessment to identify risk factors, abnormal obstetric and/or underlying medical conditions of women during pregnancy, labor, and postpartum period;
17. Demonstrate ability in active management of normal delivery of third stage of labor and immediate care of the newborns;
18. Provide health education for women during pregnancy and postpartum and family planning;
19. Apply Bangladesh health care policy to promote maternal and newborn health;
20. Practice in accordance with midwifery standards, the professional codes of ethics and Bangladesh codes of conducts.

### **Course Requirements:**

1. Classroom attendance : 80%
2. Lab practice : 90%
3. Clinical practice : 90%
4. Perform practice procedure as specified in the checklist book
  - Antenatal assessment (10 cases)
  - Normal delivery assistant (10 cases)
  - Conduct normal delivery (15 cases)

### **Teaching Methods:**

1. Brain storming
2. Lecture and discussion
3. Demonstration
4. Group work and presentation

5. Simulation exercise
6. Clinical conference
7. Clinical teaching
8. Case study
9. Role play
10. Field visit

**Study Materials:**

1. Bhuiyiah N.S., Begum R, Pervin R, Morsheda R, Hussain SA, (2005) a clinical Guide to Obstructive and Gynaecology.
2. Blackburn, S. T. & Loper, D. L. (1992). Maternal, fetal, and neonatal physiology: A clinical perspective. Philadelphia, PA: W. B. Saunders.
3. BNMC (2003) Guidelines for accreditation and registration for skilled birth attendants' Training.
4. BNMC (2006) Lesson plan Volume 4 Maternal and Child Health, Diploma in Nursing Science & Midwifery
5. Burroughs, A., & Leifer, G. (2011). Maternity nursing: An introductory text (11th ed.). Philadelphia, PA: W. B. Saunders Company.
6. Document of Skilled Birth Attendant Training Programme: Trainees module.
7. Fraser, D.D. & Cooper, M.A. (2014), Myle's Textbook of Midwives 16<sup>th</sup> ed. Edinburgh: Churchill Livingstone
8. Gorrie, T. M. (2013). Foundations of maternal-newborn nursing (6<sup>th</sup> ed.). Philadelphia, PA: W. B. Saunders Company.
9. Marry A (2003) Maternal New born nursing Hogan Glazebrook London
10. Mackdonald. S. (2017), Mayes' Midwifery: A text book for Midwives (15<sup>th</sup> ed.), Elsevier, Edinburgh: Bailliere Tindall Saunders Company
11. Sherwen, L. N., Scoloveno, M. A., & Weingarter, C. T. (2001). Nursing care of the childbearing family (3rd ed.). Stamford, CT: Appleton & Lange.
12. Varney, H., Kriebs, J. M., Gegor, C. L. (2015). Varney's Midwifery (5th ed.). Sudbury, MA: Jones & Bartlett.
13. World Health Organization Regional Office for South-East Asia (1999) Standards of Midwifery Practice for Safe Motherhood.

## Midwifery

### Paper – I: Midwifery

**Theory:** 144 hrs  
**Lab:** 40 hrs  
**Practice:** 368 hrs

Course Outlines	T	L	P
1. The concept of midwifery <ul style="list-style-type: none"> <li>- Epidemiology of maternal and newborn health situations in Bangladesh</li> <li>- Functions and responsibility of midwifery in maternity care</li> <li>- Influences of family and community culture, values and beliefs, economic status, on maternal and newborn health</li> <li>- Government initiatives and social movements in Bangladesh</li> <li>- Law and ethics consideration for midwifery</li> </ul>	10		
2. The role & responsibilities of midwifery nurses within health care system	2		
3. Concept of reproductive health <ul style="list-style-type: none"> <li>- Fertility &amp; infertility</li> <li>- Problems of reproductive health – Male, Female, adolescent &amp; status women</li> <li>- Counseling on different issues of reproductive health problem; sexually transmitted disease &amp; its prevention</li> <li>- Safe motherhood</li> </ul>	12		
1. Embryonic and fetal developments <ul style="list-style-type: none"> <li>- Fertilization</li> <li>- Embryonic and fetal growth and development</li> <li>- Physiological changes and adaptations during pregnancy</li> </ul>	10		
2. The ethical, social and legal issues related to maternal and newborn care for midwifery in Bangladesh	4		
3. The bio-psychosocial and spiritual changes and adaptations during pregnant, labor, and postpartum periods of the women	4		
4. The impacts of being pregnant on women and their family	4		
8. Health promotion and health education in midwifery <ul style="list-style-type: none"> <li>- Self-care during pregnant</li> <li>- Childbirth preparation</li> <li>- Breastfeeding</li> </ul>	6		
9. Care and management during prenatal period <ul style="list-style-type: none"> <li>- Antenatal Nursing Assessment and care of healthy pregnant women</li> <li>-The first trimester</li> <li>-The second trimester</li> <li>-The third trimester</li> <li>- Preparation for Parenthood</li> </ul>	10		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
-The Expectant Family: Needs and Care - Family participation (including grand parents and siblings)			
10. Concept of labor - Initiation of labor - Factor related to labor - Process and stages of labor - Physiological and psychological change during labor - Pain - Mechanism of labor	12		
11. Care and management during intrapartum period - Labour monitoring , - Partograph - Intrapartum fetal assessment - Nursing care during intrapartum period - Management and care of discomfort and pain - Assessment and care of family during intrapartum period	12		
12. Postpartum physiological and psychological changes - Care and management during postpartum period	6		
13. Transition to Parenthood: Postpartum psychosocial and spiritual adaptation	2		
14. Nursing Care of the normal newborn - Physiologic and Behavioral Adaptations of the Newborn - Essentials of newborn assessment& Essential Newborn care (ENC) - Nursing care of the normal newborn - Newborn nutrition and Breast feeding - Neonatal resuscitation& Helping Babies Breath (HBB)	14		
15. Neonatal morbidity and mortality rate in the Bangladesh and causes of death in newborn	4		
15. Physiological responses of the newborn to birth	2		
16. Health assessment of the newborn - Initial assessment: APGAR Scoring - Transitional assessment: - Periods of reactivity - Behavioral assessment - Physical examination	14		
17. Nursing care of the newborn and family - Maintain a patent airway - Maintain a stable body temperature - Protect from infection and injury	8		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
<ul style="list-style-type: none"> <li>- Provide optimal nutrition</li> <li>- Promote parent-infant attachment</li> <li>- Prepare for discharge and home care</li> </ul>			
18. Risk assessment <ul style="list-style-type: none"> <li>- Systemic assessment</li> <li>- Monitoring physiological data</li> </ul>	4		
23. Roles of midwives in domiciliary midwifery care.	2		

*Laboratory practice 40 hours will be distributed by subject teachers according to importance of the topic.*

**Clinical Practice 368 hrs:** *Clinical practice 368hours will be distributed by subject teachers according to importance of the topic in the releavant areas.*

# Midwifery

## Paper – II: Obstetrical Nursing

**Theory:** = 64 hrs

**Lab:** = 32hrs

**Practice:** = 368 hrs

Course Outlines	T	L	P
1. Introduction to obstetrical Nursing <ul style="list-style-type: none"> <li>- Common abnormal obstetrics</li> <li>- Factors influencing complications in obstetrics</li> <li>- Midwifery roles in the management of abnormal obstetrics and medical conditions</li> <li>- Legal and ethical issues concerning maternal and newborn care under obstetric emergencies</li> </ul>	4		
2. Risk assessment of pregnant women and early detection of obstetric complications	2		
3. Management of obstetric emergencies and life-threatening situations and referral system of Bangladesh health care facilities	2		
4. Concept of Gynecology and Gynecological Nursing Menstrual cycle	2		
5. Inflammatory Gynecologic disorders & their management: <ul style="list-style-type: none"> <li>-Vulvitis</li> <li>-Vaginitis</li> <li>-Pelvic inflammatory diseases (PID)</li> </ul>	4		
6. Disorders of menstruation and their management: <ul style="list-style-type: none"> <li>-Metrorrhagia</li> <li>-Menorrhagia</li> <li>-Dysmenorrhoea</li> </ul>	4		
7. Different types of abortion and their management: <ul style="list-style-type: none"> <li>-Causes</li> <li>-Clinical features</li> <li>-Investigations</li> <li>-Complications</li> <li>-Medical &amp; nursing management</li> </ul>	4		
8. Menopause	2		
9. Benign and Malignant: <ul style="list-style-type: none"> <li>-Growth</li> <li>-Polyps</li> </ul>	4		

Course Outlines	T	L	P
<ul style="list-style-type: none"> <li>-Cysts</li> <li>-Uterine fibroids</li> <li>-Vasicular moles</li> <li>-Breast mass</li> <li>-Mastitis &amp; breast abscess</li> </ul>			
<p>10. Displacement of uterus and relaxation of pelvic muscle &amp; their management</p> <ul style="list-style-type: none"> <li>-Prolapse of uterus</li> <li>-Cystocele</li> <li>-Rectocele</li> </ul>	4		
<p>11. Care of pregnant women at risk/with abnormal obstetric complications: Impacts on bio-psychosocial, spiritual health of women and fetuses/newborns, and standard nursing interventions</p> <ul style="list-style-type: none"> <li>- Teenage pregnancy</li> <li>- Grand multiparas</li> <li>- Elderly pregnancy</li> <li>- Multiple fetuses</li> <li>- Abnormal hydramnios pregnancy</li> <li>- Hyperemesis gravidarum</li> <li>- Iron deficiency</li> <li>- Ectopic pregnancy</li> <li>- Thalassemia</li> <li>- Hemorrhage</li> <li>- Hypertensive disorder of pregnancy</li> </ul>	10		
<p>12. Care of pregnant women with underlying medical complications: Pathophysiology, psychosocial, and spiritual aspects, needs/problems, and nursing management of women with-</p> <ul style="list-style-type: none"> <li>- Hepatitis</li> <li>- Rubella</li> <li>- Urinary tract infection</li> <li>- Sexually Transmitted Diseases (STD)</li> <li>- HIV/AIDS</li> <li>- Thyroid disorders</li> <li>- Diabetes mellitus</li> <li>- Respiratory diseases</li> <li>- Heart diseases</li> </ul>	10		

Course Outlines	T	L	P
13. Nursing care for high risk pregnancy during intrapartum period <ul style="list-style-type: none"> <li>- Preterm labor</li> <li>- Preterm rupture of membranes</li> <li>- Post term labor</li> <li>- Prolapsed cord precipitate labor/difficulty labor</li> <li>- Uterine rupture</li> <li>- Prolapsed uterine</li> </ul>	8		
14. Nursing care for women receiving technological assistant during intrapartum period	2		
15. Induction/Augmentation of labor <ul style="list-style-type: none"> <li>- Vacuum extraction</li> <li>- Forceps extraction</li> <li>- Cesarean section</li> <li>- Breech assistant labour</li> </ul>	4		

Laboratory practice 32 hours will be distributed by subject teachers according to importance of the topic.

**Clinical Practice 368 hrs:** Clinical practice 368hours will be distributed by subject teachers according to importance of the topic in the relevant areas.

Practicum = 368 Hours
<p><b>Clinical practice</b> to meet the objectives of the course at:</p> <ul style="list-style-type: none"> <li>-Antenatal clinic (ANC)</li> <li>-Post-partum wards (PP)/family planning (FP)unit</li> <li>-Labour room (LR)</li> <li>-Community and homes(for domiciliary midwifery)</li> </ul> <p><b>Clinical Teaching</b></p> <p><u>At ANC</u></p> <ul style="list-style-type: none"> <li>-Antenatal assessment</li> <li>-Health education focusing on nutrition and childbirth preparation</li> </ul> <p><u>At LR</u></p> <ul style="list-style-type: none"> <li>-Labour monitoring by using partograph</li> <li>-Assisting normal delivery</li> <li>-Relieving labour pain</li> <li>-Providing psychosocial support</li> </ul>

**Practicum = 368 Hours**

At PP/FP

- Breast feeding
- Self-care and exercise
- Newborn care

**Clinical conference**

As appropriate, with considerations on midwifery standards, nursing ethics, legal issues, family participation etc.

# Nursing Education & Management

## Paper- I & II

<b>Code</b>	:	B432
<b>Theory</b>	:	144 hrs
<b>Lab</b>	:	0
<b>Practice</b>	:	192 hrs

### **Course description:**

Concept and history of nursing education, understanding of educational psychology, theories and principles of education, educational methodologies, teaching learning activities, evaluation of the courses and students, assessment tools for evaluating the teaching learning activities, the nature, principles and purposes of curriculum and curriculum development and evaluation.

Introduction to nursing management, theories, policy& planning; Theories of management; factors influencing effective nursing leadership and management; change management, time management, delegation & supervision, audit, inventory management, budget, conflict management, and organization & organizational change; planned change; nurses' role in clinical supervision; Quality assurance.

### **Goal:**

The aim of the course is to gain knowledge and skills regarding Nursing Education &management.

### **Learning Objectives:**

Upon completion of the course the students will be able to:

1. Explain nursing education
2. Explain historical perspective of nursing education, current trends in nursing education
3. Discuss nursing education and educational psychology & philosophy
4. Describe learning strategies effective for different categories of learners
5. Apply learning theories into practical field to ensure effective learning.
6. Mention & use different teaching and assessment methods
7. Explain the nature, principles and purposes of curriculum and curriculum development and evaluation
8. Explain nursing leadership & management
9. Explain management theories,
10. Explain strategic plan and policy
11. Explain leadership roles and management functions in nursing
12. Explain time management, audit, inventory management, budget, conflict,

13. Describe organization & organizational change; planned change; nurses' role in clinical supervision; Quality assurance;
14. Describe proper delegating strategy and supervision

**Course Requirements:**

1. Classroom attendance : 80%
2. Clinical / Teaching practice : 90%

**Teaching Methods**

1. Brain storming
2. Lecture
3. Discussion
4. Group work & presentation
5. Role play
6. Micro teaching

**Study Materials:**

1. Abbat, F, & McMahon, R. 1990. "Teaching Health Workers." Macmillan education, london, UK
2. Bangladesh Open University, 2006 "Nursing Education" BSN 5419,
3. Bangladesh Open University, 2006 "Practical Nursing Education" BSN 5820P.
4. Ewan, C, & White, R. 1986, "Teaching Nursing" Croom Helm, London, UK
5. Grohar-Murray, M. E., & DiCroce, H. R. (2003). Leadership and management in nursing (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
6. Guilbert, J.J. 1987. "Educational Hand book" WHO. Geneva
7. Hubley, J. 1993. "Communicating Health. Macmillan UK
8. Heidgerken, Loretta E. 1965. "Teaching & learning in school of nursing." (3rd edition Lipponcott, Philadelphia, USA.
9. INTRAH, 1987 "Teaching & learning with Visual Aids" Macmillan UK.
10. Marquis, B. L., & Huston, C. J. (2002). Leadership roles and management functions in nursing (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
11. Saunders, D.J. 1974, Visual communication Hand book." united Society for Christian
12. Tomey, A. M. (2000). Guides to nursing management and leadership (6th ed.). St. Louis, MO: Mosby.
13. Quinn, FM. 1982. "The principles & practice of Nurse Education." Stanley Thomes, UK
14. Werner, D & Bower, B. 1984, Helping health workers Learn." Hesperian Foundation, USA.
15. WHO. 1988, " Education for Health . WHO, Geneva.

16. BNC (2006) Lesson Plan Vol. 5 Research and Administration Diploma in Nursing Science & Midwifery
17. DNS (2004) Manual of Leadership & Management

# Nursing Education & Management

## Paper- I: Nursing Education

**Theory** = 72 hrs

**Lab** = 0

**Practice** =96 hrs

Course Outlines	T	L	P
1. Concept and history of nursing education	2		
2. Current trends & nursing education, social science	2		
3. Different terminologies: <ul style="list-style-type: none"> <li>- Definition of various terminologies commonly used or related to the subject</li> <li>- Definition, purpose and process of education</li> <li>- Types of education  <ul style="list-style-type: none"> <li>-Formal/non-formal/Informal education</li> </ul> </li> </ul>	4		
4. Philosophy of nursing education& educational psychology	2		
7. Learning: <ul style="list-style-type: none"> <li>- Definition of learning</li> <li>- Principles of learning  <ul style="list-style-type: none"> <li>-Motivation</li> <li>-Social relation</li> <li>-Physical environment</li> </ul> </li> </ul>	4		
9.Responsibilities of a nurse teacher <ul style="list-style-type: none"> <li>- Deciding what should students learn</li> <li>- Helping students to learn</li> <li>- Checking that the learning has occurred</li> <li>- Taking responsibilities for students well fare</li> </ul>	4		
10. Teaching: <ul style="list-style-type: none"> <li>- Definition of teaching</li> <li>- Purpose of teaching</li> <li>- Teaching techniques</li> <li>- Factors influencing teaching (Factors related to teacher, students, strategies &amp; others)</li> </ul>	4		
11. Teaching techniques: <ul style="list-style-type: none"> <li>- Classroom management</li> <li>- Regulation of physical environment</li> <li>- Handling attendance</li> </ul>	4		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
<ul style="list-style-type: none"> <li>- Regulation of activities</li> <li>- Handling instructional materials</li> </ul>			
<b>12. Teaching methods:</b> <ul style="list-style-type: none"> <li>- Selection of appropriate Teaching Methodologies</li> <li>-Lecture method</li> <li>-Discussion method</li> <li>-Clinical teaching</li> <li>-Demonstration method</li> <li>-Simulation</li> <li>-Role play</li> <li>-Brain storming</li> <li>-Field trip/Field visit</li> <li>-Case study</li> </ul>	6		
<b>13. Teaching Aids:</b> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Types</li> <li>-Importance of teaching aids</li> <li>-Preparation handout, posters, Charts, &amp; transparency</li> <li>-Use of teaching aids</li> <li>-Multimedia, White board, Chalk board, Marker pen OHP, Phillip chart</li> </ul>	4		
<b>14. Lesson plan:</b> <ul style="list-style-type: none"> <li>- Developing lesson plan</li> <li>- Teaching practice on learning strategies</li> </ul>	4		
<b>15. Concept of curriculum:</b> <b>The nature and purposes of curriculum and curriculum documents:</b> <ul style="list-style-type: none"> <li>- Definition of curriculum &amp; syllabus</li> <li>- Purposes of curriculum development</li> <li>- Difference between curriculum &amp; syllabus</li> <li>- Components of curriculum</li> <li>- Functions of curriculum</li> </ul>	4		
<b>16. The nature and purposes of curriculum &amp; curriculum documents:</b> <ul style="list-style-type: none"> <li>- Major factors influence on curriculum development</li> <li>- Need for curriculum revision/ change</li> <li>- Level of curriculum planning</li> <li>- Factors influence on curriculum planning</li> <li>- Meaning of knowledge, attitude &amp; skills</li> </ul>	6		
<b>17. The nature and purposes of curriculum and curriculum documents:</b>	4		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
<ul style="list-style-type: none"> <li>- Statutory body &amp; its function</li> <li>- Curriculum Committee and its purposes</li> <li>- Core curriculum</li> <li>- Standard</li> </ul>			
18. Analysis of learning needs	2		
19. Task analysis	4		
20. Curriculum structure: <ul style="list-style-type: none"> <li>- Formulation of the educational objectives</li> <li>- Bloom's Taxonomy of educational objectives</li> </ul>	4		
21. Curriculum development process: <ul style="list-style-type: none"> <li>- Stages of Curriculum process</li> <li>- Steps in curriculum construction</li> <li>- Steps of curriculum development/phases of curriculum development</li> </ul>	4		
22. Method of Assessment: <ul style="list-style-type: none"> <li>- -Definition</li> <li>- Types</li> <li>- Purpose</li> <li>- Steps</li> <li>- Criteria for affective Assessment</li> </ul>	2		
23. Tools of assessment: <ul style="list-style-type: none"> <li>- Written examination</li> <li>- Essay, short, objective &amp; MCQ</li> <li>- Oral examination</li> <li>- Performance test</li> </ul>	2		

**Teaching Practice 96 hrs:** Teaching practice 96hours will be distributed by subject teachers according to importance of the topic in the relevant areas.

# Nursing Education & Management

## Paper – II: Nursing Management

**Theory:** 72 hrs

**Lab:** 0

**Practice:** 96 hrs

Course Outlines	T	L	P
1. Introduction to Nursing Management: <ul style="list-style-type: none"> <li>- Definitions of Nursing Administration, Leadership and Management</li> <li>- Elements of nursing administration</li> <li>- Leadership Styles</li> <li>- Leadership Roles</li> <li>- Managerial functions</li> <li>- Historical background of leaders in Bangladesh nursing profession</li> </ul>	10		
1. Bangladesh health care delivery systems <ul style="list-style-type: none"> <li>- Factors influencing effective nursing leadership and management</li> </ul>	6		
2. Concepts of Time management <ul style="list-style-type: none"> <li>- Definition &amp; importance</li> <li>- Managing time -personal time management at work</li> <li>- Basic steps (priority setting, completing the highest priority, reprioritizing)</li> </ul>	8		
5. Planned change <ul style="list-style-type: none"> <li>- Change theory</li> <li>- Change strategies</li> <li>- Planned change as a collaborative process</li> </ul>	8		
Inventory management, <ul style="list-style-type: none"> <li>- Inventory</li> <li>- Inventory control</li> <li>- Budget</li> <li>- Audit</li> </ul>	10		
Organization & organizational change; <ul style="list-style-type: none"> <li>- Concept of organization</li> <li>- Functions</li> <li>- Organogram</li> </ul>	6		

<b>Course Outlines</b>	<b>T</b>	<b>L</b>	<b>P</b>
- Organizational change			
6. Conflict & its sources - Conflict management -Compromising -Competing - Cooperating-accommodating-smoothing -Avoiding -Collaborating	10		
7. Resource Management - Human resources - Fiscal resources - Material resources	8		
8. Nursing delegation and supervision - Quality Control & improvement	6		

**Clinical Practice 96 hrs:** Clinical practice 96hours will be distributed by subject teachers according to importance of the topic in the releavant areas.

## Research in Nursing

<b>Code</b>	:	B433
<b>Theory</b>	:	80 hrs
<b>Lab</b>	:	0
<b>Practice</b>	:	80 hrs

### Course description:

Introduction to research in nursing and concept of evidence based nursing, biostatistics, research process, research problems and constructing research objectives, questions and hypotheses, literature review, research methodology, research instruments, data analysis and interpretation, implications to nursing practice; Critiquing a research, annotated bibliography, and writing a research proposal to develop research in nursing.

### Goal:

The overall aim of the course is to acquire knowledge and skills regarding research in nursing, evidence based nursing and biostatistics.

### Objectives:

Upon completion of the course the students will be able to:

1. Introduce to research in nursing, evidence based nursing & biostatistics
2. Explain the process of research
3. Explain the methods of research
4. Explain the importance of research in nursing
5. Describe principles of research utilization
6. Develop a research proposal
7. Conduct a small research
8. Critique one's own work and peers' work
9. Explain the significance of ebn to the nursing profession
10. Determine enabling factors and barriers for using ebn in bangladesh health care system
11. Identify potential ethical issues of the use of ebn

### Course Requirements:

1. Classroom attendance : 80%
2. Clinical practice : 90%

## **Teaching Methods**

1. Brain storming
2. Lecture
3. Discussion
4. Group work & presentation
5. Role play

## **Study Materials:**

1. Burns, N. & Grove, S.K. (2005). The practice of nursing research. (5<sup>th</sup> ed.). Philadelphia: W.B.Saunderscompany.
2. Fowler, J.; Jarvis, P., & Chevannes, M. (2006) Practical statistics for nursing and health care. England: John Wiley & Sons, LTD.
3. Locke, L. F.; Spirduso, W. W.; & Silverman, S. J. (2007). Proposals that work (5th ed.). Thousand Oaks: Sage Publication.
4. Mattson, D. E. (2007). Statistics: Difficult concepts, understandable explanations. (5th ed.), Wauconda: Bolchazy-Carducci Publishers.
5. Polit, F. D., Beck, C. T. & Hungler, B. P. (2001). Essentials of nursing research: Methods, appraisal and utilization (5th ed.). Philadelphia: Lippincott

## Research in Nursing

**Theory:** 80 hrs

**Lab:** 0

**Practice:** 80 hrs

Course Outlines	T	L	P
1. Nursing research <ul style="list-style-type: none"> <li>- Definition of nursing research</li> <li>- Types</li> <li>- Importance in research in nursing</li> <li>- Scope of nursing research</li> <li>- Ethical consideration</li> </ul>	4		
2. Literature review <ul style="list-style-type: none"> <li>- Importance of review literature                             <ul style="list-style-type: none"> <li>- Sources</li> <li>- Skills for conducting review literature</li> </ul> </li> </ul>	4		
3. Formulate research problem <ul style="list-style-type: none"> <li>- Statement of research problem</li> <li>- Level of research problem</li> </ul>	4		
4. Hypothesis in nursing research	4		
5. Research design <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types of research design</li> </ul>	4		
6. Variables <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types of variable</li> <li>- Measuring variable</li> </ul>	4		
7. Sample and sampling techniques	6		
8. Psychometric property <ul style="list-style-type: none"> <li>- Validity</li> <li>- Reliability</li> </ul>	4		
9. Data collection <ul style="list-style-type: none"> <li>- Definition</li> <li>- Method</li> </ul>	4		

Course Outlines	T	L	P
- Types of tool			
10. Data analysis, interpretation & discussion - Definition - Procedures of data editing/entering - Statistics - Descriptive - Inferential - Presenting results	8		
11. Principle of research utilization	2		
12. References - Vancouver - Harvard	2		
13. Introduction to statistics  13.1. Definition of statistics  13.2. Methods of data collection  13.3. Analysis & presentation of health related data and statistics	10		
14. Introduction to EBN - Significance of EBN to quality of care - Components of EBN	6		
15. Evidences and EBN - Existing evidence - Available evidence - Quest for best evidence	6		
16. Sources of evidence and level of evidence	2		
17. Principles of integration evidence into practices	2		
18. Enabling factors and barriers for using EBN in Bangladesh health care system	2		
19. Evaluation process	2		

**Practice 80 hrs:** Practice 80 hours will be distributed by subject teachers according to importance of the topic (Conduct a small scales study Project).