CURRICULUM

POST RN BSN

(02 Years Degree Program)

Pakistan Nursing Council, Islamabad
www.pnc.org.pk

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PREFACE

Nursing in Pakistan has shown great improvement particularly in field of education. At the time of establishment of Pakistan there were hardly any schools and training was based on hospital based apprenticeship model and entrance requirement was class eight. Today we have 170 schools & Colleges of nursing in public and private sector. University based nursing education is now preferred thus we are moving from apprenticeship model to integrated model between academic and practice. The emphasis is moving from task orientation and skills to competency based incorporating evidence based practice. This model will prepare nurses who will be able to rationalize care and meet the challenges of 21st century health care needs.

Currently in Pakistan we are striving to discontinue diploma programs in nursing and move towards undergraduate and graduate degree . Pakistan Nursing Council would like to establish BSN as basic education for nurses from 2020 onwards to keep up with global trends of having BSN as entry to practice. We are very happy to inform all that MSN degree programs have been initiated in several universities which will contribute towards preparing much needed faculty members. One of the universities has recently initiated a PhD program for nurses which will lead a way for other universities to follow.

Furthermore, a two year Community Midwifery program has been established that is incorporating competencies provided by International Council of Midwives,

This Post RN Program curriculum has been developed by PNC to ensure uniformity and consistency throughout all schools of nursing and facilitate Registration, Accreditation and Equivalence as required by HEC. Currently we have only 4653 number of Post RN Graduates registered in our data base. The uniform Curriculum will help the institutions and the Council to bring every graduate at the same standard with similar competence.

Pakistan Nursing Council anticipates the future of nursing profession to obtain high standards and recognition of all nurses as partners in achieving Universal Health Coverage for population of Pakistan.. The PNC is committed to meet this goal with sincerity and continued efforts. Pakistan Nursing Council cannot achieve this goal alone so let us all join forces and give our loyalty and commitment to make this dream come true.

Chair Curriculum committee

CURRICULUM COMMITTEE

1.	**Dr Yasmeen Amarsi** Professor, AKU School of Nursing and Midwifery Karachi	Chair
2.	**Ms. Afshan Nazly** President PNC/Advisor Nursing to VC, Jinnah Sindh Medical University Karachi	Member
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4.	**Ms.Rehan Elahi** Director Nursing, Shoukat Khanum Hospital , Lahore	Member
5.	**Ms.Zahra Ladani** Dean of Nursing, Saida Waheed College of Nursing, (FMH) Lahore	Member
6.	**Ms.Zubaida Sawar** Deputy Director Nursing, Govt of Punjab, Lahore	Member
7.	**Ms. Kulsoom** Controller, Nursing Examination Board Baluchistan, Quetta.	Member
8.	**Ms.Fouzia Mushtaq** Registrar, Pakistan Nursing Council, Islamabad.	Secretary

ACADEMIC PROGRAM

Post RN BS. N (Bachelor of Science in Nursing) 2yrs Degree Program

This program is designed to provide the Registered Nurse at diploma level with the opportunity to acquire a broad liberal degree level education with particular emphasis on theoretical and clinical knowledge related to nursing practice, nursing research, and population health at primary, secondary and tertiary levels. All nursing courses are aimed to prepare nurses to practice competencies, as determined by the Pakistan Nursing Council.

Duration:

Duration of Programe:	02 years, 4 semesters, 60 credits
Semesters Duration:	18 weeks, minimum teaching 16 weeks, exams 2 weeks
Average No of courses per semester:	4-6 (not more than 3 labs/practical course /semester)

Level of Program (Level Six 06 as per HEC)

After completion of level 5 qualification framework the two streams could be followed in current education status:

- SSC + three years general nursing and one year midwifery or any specialty course equal to 14 years of education. Additional 2 years of post RN BSN equals level **6** undergraduate degree-Bachelors of Science (BS) in Nursing (adopted from HEC guidelines)
- HSSC + three years general nursing equals to 15 years of education. Additional 2 years of post RN BSN equals level **6** undergraduate degree-Bachelors of Science (BS) in Nursing (adopted from HEC guidelines)

Program Goals

The goal of the program is to prepare competent, educated nurses with appropriate knowledge, skills and attitude that would enable nurses to provide quality safe care and meet the future challenges confronting health care in 21st century within the professional, religious, cultural, legal and ethical boundaries.

Expected Outcomes:

After completion of two years Post RN BS nursing program students will:

- Demonstrate the cognitive abilities necessary to integrate the nursing concepts and the multi-disciplinary body of knowledge to provide therapeutic nursing care.

- Exhibit the psychomotor and psychotherapeutic abilities necessary to provide safe nursing care.

- Use critical thinking and the nursing process as bases for clinical decision making.

- Demonstrate caring behaviors towards patients/clients and families from diverse and multicultural populations across the life span.

- Communicate effectively with clients, families and members of the interdisciplinary health care team.

- Utilize appropriate teaching learning strategies for prevention of illness and the promotion and restoration of health to individuals, families and groups.

- Demonstrate leadership skills to promote development of the profession.

- Recognize responsibility for maintaining competence as a registered nurse through self-evaluation and continuing nursing education to become lifelong learner.

- Practice as an ethical and accountable member within the profession of nursing.

*Core Competencies adapted from ICN*1. Professional, ethical and legal practice:
        Responsibility,
        Accountability,
        Ethical practice,
        Legal practice

Care provision and management:
        Care at all levels of health care system of pakistan using nursing process,
        Evidence based nursing practice,
        Effective communication,
        Critical thinking,
        Psychomotor skills
        Leadership and management: inter-professional health care
        Safe environment

Professional, personal and quality development:
        Enhancement of the profession,
        Quality Improvement,

Continuing Education

Core Values

As per vision document of PNC

PNC believes that the nursing and midwifery profession can draw on these values in seeking *Unity* within the profession and with other profession,

Faith in the capacity of nursing and midwifery to contribute to the health and welfare of country"s population, and

Discipline to educate and deploy ethical and competent practitioners capable of practicing in primary, secondary, and tertiary health settings

Scheme of Studies for Post RN BSN Studies							
Year -1 Semester -1				**Year -1 Semester- 2**			
Sr.	**Course No**	**Courses**	**Credit Hours**	**Sr.**	**Course No**	**Courses**	**Credit Hours**
01	SC 611	Biochemistry	2(1.5+ 0.5)	01	NU 621	* Advance Concepts in Nursing (II) *Mental Health*	04 (2+2)
02	NU 612	Advance Concepts in Nursing I (Adult Health Nursing)	4 (2+2)	02	SC 622	Introduction to Biostatistics	02
				03	SC623	Epidemiology	02
03	NU 613	Health Assessment	3(1.5+ 1.5)	04	HU 624	Culture Health & Society	02
04	SC 614	Pharmacology	3	05	NU 625	Introduction to Nursing Models & Theories	02
05	EN 615	English I (Functional)	2	06	EN 626	English II (Academics)	02
06	CS 616	Computer Skills & Information Technology	02		NU 627	Principle of Teaching and Clinical Preceptor ship	3
		Total Credits	**16**			**Total Credits**	**17**
Year -2 Semester -1				**Year -2 Semester- 2**			
Sr.	**Course No**	**Courses**	**Credit Hours**	**Sr.**	**Course No**	**Courses**	**Credit Hours**
01	Nu 631	Advance Concepts III (CHN)	04 (2+2)	01	NU 641	*Research/ Evidence based Elective project	4
02	SC 632	Introduction to Nursing Research	03	02	NU 642	**Clinical Practicum	6
03	NU 633	Professional Development and Ethics	03	03	EN 643	English IV (Scholarly writing)	2
	PS 634	Pak Studies	02		IS 644/	Islamic Studies/Ethics (For	02

						ET 644	Non-Muslims)	
04	NU 634	Leadership and Management	03				**Total Credits**	**14**
05	EN 635	English III (Professional writing)	02					
		Total Credits	**17**					

Total Credits for Two Years

		Semester-I	Semester –II	Total	Theory & Practice balance =
	Year I	16 Credits	17 Credits	33	
	Year II	17Credits	14 Credits	31	
	Grand Total			**64**	

*Research/ Evidence based Elective project: Every student should write a project report/research report/ individually in the final year in their topic of interest approved by Faculty.

**The clinical practicum should be flexible and student should choose clinical area according to their interest with an approval obtained from the course teacher. The clinical practicum should also include clinical seminar, tutorials, clinical and reflective logs.

Note: *Numbering of the courses will be at level 6. Above table is provided as an example where the first number '6' shows the level of the course as provided by HEC, second number is the number of semester in the program and the third number is the sequence of the course* **in the semester. However, the university has the flexibility of numbering the courses as per their university rule without changing the first number which is 6.**

ACADEMIC POLICIES FOR POST RN BSN

Upon completion of degree
1. Course Credit Calculation

Theory Course of 01 Credit Hours	01 class of 01 hour per week
Practical/Clinical (Lab)Work/Field Work of 01 Credit Hour	03 hours per week

The credit hours are denoted by two digits within brackets with a hyphen/plus in between. The first digit represents the theory part while the second (right side) digit represents the practical.

Thus 3(3+0)/3(3-0) means three credit hours of theory, while 4(3+1)/4(3-1) means a total of four credit hours, of which three are of theory while one credit hour is for laboratory/studio work/field work/practical work supervised and graded by the faculty, and 4(1+3)/4(1-3) means a total of four credit hours, of which one is of theory while three credit hours are for laboratory/studio work/field work/practical work as per requirement of discipline.

Reference: *Final Examination Policy Guidelines Higher Education Commission (p-7)*

Academic Calendar

Every university must publish an Undergraduate catalogues including schedule of its whole academic year (including fall, spring semesters), admission requirements, academic programs offered, key financial aid policies of the University and scholarship opportunities for the convenience of students and Faculty members. The calendar will include the following information:

a. Semester starting date.

b. Holidays during the semester.

c. Semester termination date.

   Mid-Term exam week

   Final exam week.

   Result notification and transcript issues dates.

Each transcript will have course grades, semester Grade point average (GPA) and cumulative GPA (CGPA).e.g. Controller of Examinations will be responsible for issuing the transcripts (and degree supplement form on request) to students and their faculty advisors in a timely manner to facilitate enrollment for the next semester or graduation.

In case a university is closed due to unusual circumstances, then special makeup classes must be arranged converting weekends or holidays to working days to cover the lapsed period of the student‟s time.

REPEATING COURSES / IMPROVEMENT OF CGPA

The concerned University shall apply the academic policy particular to this issue if any.

ATTENDANCE

Attendance in classes is mandatory especially in a semester system.

Each Institution may develop a policy for minimum attendance <u>85%</u> in theory and clinical in a course to complete the requirements of a course as per HEC policies.

The faculty will arrange special clinical makeup if a student remains absent from clinical placement by 20% due to exceptional cases beyond the control of a student such as serious accidents, family tragedy, serious health ailments and maternity leave etc.

> *Reference:* *Final Examination Policy Guidelines Higher Education Commission (p-12-13)*

The instructor may report a student‟s absences and the student may be placed on attendance probation by his/her dean/HOD and it will be notified by the department. A student may be dropped from the University for violating the terms of such probation.

Examination/Evaluation System

In each semester, students may be required to appear in quizzes, tests, midterms, final examinations, presentations (individual/group), group discussion, and submit projects/assignments/lab reports etc. These assessment marks (to be determined by the teacher concerned) will have different weightage contributing towards the overall assessment in percent marks. This weightage may be determined on the basis of following guidelines as per HEC examination guidelines page 14.

Nature of Examination	WEIGHTAGE (Min/Max)
Quizzes	5-10%
Mid Semester Examinations	20 - 25%
Assignments/Presentations/ Practical	5-25%
Sessional Examination	10 - 15%
Final Examination	35 - 40%
Total	**100**

Note: in case of a course with the composition of 4(3+1), (03 credit hour theory and 01 credit hour practical) the weightage for the practical may be considered 25%.This weightage is determined from HEC guidelines.

In the beginning of a semester, the Instructor of each course should provide a syllabus providing information to students that defines attendance policy, grade distribution policy, assessment criteria, paper specification, examination dates, schedule of material to be taught, take home assignment policy, required and recommended reading materials and any other information important for the successful completion of the course and its requirements.

It is university"s responsibility to develop examination cell with a nurse educator as a member and the intuitional exams should be prepared from the question bank of the University.

FREEZING OF SEMESTER

If a student freezes a semester(s), s/he will resume his/her studies from the same stage where s/he left (froze). No freezing during the semester will be allowed. The maximum duration of the degree program shall remain the same.

If a student is not enrolled in any course in a semester, s/he will not be considered a regular student of university in that period. The student may then enroll in these courses in a subsequent semester; however, s/he will have to meet pre-requisites of any course taken. In addition, it is understood that the university is not required to offer all courses in each semester.

In special hardship cases, the University may develop any criteria for freezing a semester with the prior permission of the Vice Chancellor. Medical certificate must be duly signed by the University Medical Officer.

The duration of Freezing is one year; a candidate who gets a semester freeze can get readmission next year with upcoming session but hardship cases can be considered by the competent authority only.

Under special *hardship circumstances freezing of first semester can be considered by the approval of competent authority.

Maternity/Delivery

Death in the immediate family Any other subject to acceptance on justified rationale
Note: Freezing of Semester will only be allowed after successful completion of 1st Semester as prerequisite as the case may be for other semester's predecessor to the freezing Semester.

PROBATION

Probation is a status granted to the student whose academic performance falls below the minimum University standard.

The students acquiring less than 2.00/4.00 GPA in a semester but passing in all papers will be promoted but placed on probation for the next semester with the condition to achieve more than 2.0 GPA in the next semester..

The students acquiring GPA 1.7 and above but failing in any paper(s) will be placed on probation and promoted to the next semester conditionally. They may have to register for summer session to improve the grade if University offers.

Students acquiring GPA less than 1.7 in two consecutive semesters and/or failing in any paper(s) even after attending summer semester for one academic year will be dropped from university rolls. However, s/he will be eligible to seek re-admission.

Re-admission will be allowed only once during 2 years BS degree program. Re-admission will be allowed after the payment of full admission fee and the student will be considered as external candidate

Students on probation in two consecutive semesters even after attending Summer Semester in one academic year will take re-admission in that particular academic year once only.

There will be maximum of one academic probation in a Two-year Bachelor degree program.

In case of valid reason / excuse, the period of study may be extended for one additional year (Two Semesters) in all university programs. The student(s) who will not complete studies within stated periods including extension shall be struck off from the rolls of the university. The students who have been given the right to extend the duration of study for one additional year are required to pay new registration fee along with normal fee for that academic year.

It is also mandatory to obtain at least 60% marks in Practicals, Projects, Assignments, Test and Theory Paper separately.

ADMISSION

Qualification:

Diploma in General Nursing

Diploma in Midwifery or one year specialty in lieu of Midwifery

PNC Registration: Valid registration with all entries of professional qualifications

Gender percentage: maximum enrollment of male students should be 50%

1 year clinical experience after RN diploma

NOC from Nursing Superintendent/Medical Superintendent for Government Servants.

REQUIREMENT FOR THE AWARD OF DEGREE FOR UNDERGRADUATE STUDENTS

A student must have a regular admission in the Undergraduate program of the Institution and should earn a minimum of 65 credit hours from the institution from where s/he will be entitled for the degree.

FORMAT OF FINAL TRANSCRIPT

The Higher Education Institutions (HEIs) ensure that the final transcript for the award of degree includes following information:

Front Side:

Name of Student

Father's Name

Date of Birth

Registration No. /Roll No.

Name of the Programme

Date of Admission into Degree Program

Semester Wise Break-up with Dates

Subjects Detail along with Credit Hours

Type of Enrollment – Full Time or Part Time

Picture of the Applicant be Printed on Transcript

Date of Completion of Degree Requirements

Mode of Study – Regular or Private or Distance Learning

Online Result Verification Key/ID (Front Side at the End of the Transcript)

GPA/CGPA and Overall Percentage against earned CGPA (at the End of the front side of Transcript) Back Side:

- o   Basic Admission Requirement of the Programme
- o Previous Degree held by the Student along with Institution Name
- o Credit Hours Exempted/Transferred if any/applicable.
- o   CNIC No. for Pakistani and Passport No. for Foreign Students
- o Grading System must be mentioned on Back Side of the Transcript
- o Charter Date of the University/DAI may be mentioned
- o Name of Campus/College be mentioned along with HEC Permission Date
- o Signature of Issuing Officer(s) (Front and Back Side at the end of the Transcript)

The diploma/transcript must have the water-mark seal on it.

Reference: *Final Examination Policy Guidelines Higher Education Commission (p-22-23)*

Full Time Students

A minimum of 2.00/4.00 CGPA is required to progress however the institutional academic rules for the minimum criteria may be applied for implementation.

If at the end of any term a student has a cumulative grade point average (CGPA) of less than 2.00, the student will be placed on academic probation.

Part Time Student

Students who cannot be enrolled in program as full time student can opt for part time studies from the start of the program and duration shall not exceed five years. However, for part time studies the institutional academic polices shall be applied.

Those students who are placed on academic probation will be advised to consider part time studies if the institution"s academic policies allow to do so.

Any part time student who has a cumulative and semester GPA of 2.30 to 2.49 at the end of 2 semesters or on completion of 10 credits will be placed on academic probation. This will continue until they complete 2 additional semesters or a total of 10 additional credits, by which time a GPA of 2.5 must be obtained. Failure to clear academic probation would result in dismissal from the programme.

Any part time student who has a cumulative and semester GPA of 2.00 at the end of 2 semesters or on completion of 10 credits will be placed on academic probation.

Any regular student cannot apply at any time for part time studies once the program started

Re-sit Policy

Students will be permitted to take only one re-sit examination at the end of the semester, for each of the courses they have failed or, if they receive less than 60% marks

After the re-sit examination, the maximum grade that the student will be given is the "C" (60%), irrespective of marks obtained

Students failing one core and one science subject will be allowed for re-sit.

Students failing two Science subjects will be allowed for re-sit

Student failing two core subjects *shall repeat* the semester and *not eligible* for Re-sit exam

Incomplete

A letter "I" may be reported only if:
The unfinished part of the student's work is not more than 40%.
The student's standing in the course is satisfactory till the midterm evaluation.
The work is unfinished for reasons acceptable to the faculty; such as medical, other personal/family emergencies.

The "Incomplete" status must be removed by completing the unfinished part of the work, within 2 weeks, or as arranged with the faculty, after the end of the semester. A letter grade will be given once all the course work is completed.

No further extension will be awarded if the student does not complete the work within the stipulated time period and "I" will be converted into "F. The student will be required to re-take the course.

Dismissal

Students will be asked to withdraw from the programme if they do not meet the following professional and academic standards:

Every student has to follow ethical and professional standards defined by the instutute"s Student Code of Conduct and Disciplinary Procedures and the PNC Code of Ethics Documented infringements of these codes can result in dismissal from the school.
Students will be dismissed from the programme if they are:
- Unsuccessful in a course which is repeated
- Failing more than one course and given the re-sit; and is unsuccessful in any of the re-sit exam
- Unable to clear probation
- Unable to observe academic honesty
- Unprofessional and unsafe clinical practice
- Unable to achieve CGPA of 2.00 at the end of any semester.

Leaves

In each academic year, students are allowed to take the following leaves:

Annual leave as per schedule semester break of the institution.
Sick leave up to 7 days/year (Leave exceeding seven days will need to be made up from the annual leave, after consultation with the year/programme coordinator).
Special leave for a maximum of five days/year for a student"s own marriage may be granted upon a written request to the year/programme coordinator and programme director. It is the responsibility of the student to catch up with the missed contents. For completion of clinical hours student will contact the course and year coordinator.
Compassionate leave
- Compassionate leave of three days may be granted only in the case of death of an immediate family member.
- One week compassionate leave will be provided to students, living out of city where the institution is situated.
- Students should request this leave in writing to the Year Coordinator.
- It is the responsibility of the students to work on the missed contents of the classes in consultation with the respective course coordinators. For completion of clinical hours student will contact the course and year coordinator.
Maternity/Paternal leave
- Maternity leave will be granted to students at their request. Student must discuss the Maternity leave plan with the Year Coordinator at their earliest.

Maternity leave will be provided for up to 12 weeks. Since Maternity Leave is likely to affect successful completion of courses in the semester, students availing this leave will be excused from the Semester and will have to resume classes in the following semester/year. This will mean that the duration of program will be extended.

Absenteeism/ without Information Leave

Student who cannot attend a class or clinical during the semester, due to an emergency, should notify the concerned faculty or year coordinator prior to the class or clinical.

In exceptional circumstances, they may inform by 0900 hours. If student fails to inform before 0900 hours then s/he needs to submit reason of absence in writing to the year/class coordinator.

A student who is sick must be seen by a physician assigned for the students by the institution. It is the student"s responsibility to submit the sick leave certificate to the year coordinator within 24 hours of resumption. This certificate must be from concerned institute Doctor if in case of a certificate from outside it must be verified by the Institutional Doctor

In case of an emergency, the student is expected to inform the year or programme coordinator and to submit a formal note upon his or her return.

Title   :   **SC 611 Biochemistry**
Credits   :   Credits 2.0
                         Theory 1.5
                         Lab   0.5
Placement   :   Year I, Semester I
Pre & Co-Requisites: None

Course Description:

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

Course Objectives:

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

Describe the basics of organic chemistry with emphasis on the biomolecules and reactions encountered in biochemistry of proteins, carbohydrates, lipids, enzymes and hormones.

Perform experiment to study the chemical & physical properties of biomolecules.

Relate the basic knowledge of biochemistry for better understanding of the physiological functions of the human body.

Teaching/Learning Strategies:

Lectures, Class discussions, presentations, laboratory demonstration, experiments, problem solving activities, self-study, pair and group work.

Course Expectations:

In order to successfully meet the objectives of this course, students will be doing the following:

Attending all classes, and laboratory sessions as planned

Pre-reading and participating actively in classes and in laboratory sessions

Completing all assignments, and examinations on due dates

Completing laboratory work satisfactorily

Evaluation Criteria:

Midterm exam   =   20%
Lab performance   =   25%
Lab Project (Report and Presentation) =   20%

Final Exam   =   35%

Unit Objectives:

Unit I: Basic Concepts of Chemistry
After the completion of this unit students will be able to:

Review the basic concepts of matter and its structure.

Review elements, mixtures, and compounds.

Appreciate the importance of ions and electrolytes in the body.

Describe chemical bonding, its types (Intramolecular and intermolecular Bonding), and its properties and importance.

Describe the types of chemical reactions with emphasis on redox reactions.

Describe the chemical nature of acid, base, pH, and blood buffers including their properties, roles, and importance in the living system.

Unit II: Basic Concepts of Organic Chemistry
After the completion of this unit students will be able to:

Recognize the importance of organic compounds.

Compare properties of organic and inorganic compounds.

Understand the structure of organic compounds and its importance in terms of change in nature and properties of the chemicals.

Describe the classification of organic compounds.

Differentiate the types of hydrocarbons; saturated and unsaturated.

Unit III: Chemistry of Nutrients (Carbohydrates, Lipids, Proteins)
After the completion of this unit students will be able to:

Discuss carbohydrates including its general structure, classification and biological significance.

Compare the three major classes of carbohydrates that are monosaccharaides, disaccharides and polysaccharides.

Discuss lipids including its general structure, classification and, biological significance.

Explain the functions of phospholipids and steroids such as High Density Lipoproteins (HDL) and Low Density Lipoproteins (LDL).

Discuss proteins including its general structure, classification, and biological significance.

Describe classification of proteins according to solubility, composition, functions and shape.

Explain the clinical significance of protein denaturation.

Discuss the foods containing carbohydrates, proteins, and lipids.

Unit IV: Nucleic Acid & Nucleotide
At the completion of this unit students will be able to:

Describe the main structural features of nucleotide.
Explain the structure of RNA and DNA and their differences.
Discuss the biological importance of nucleotides.

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

Define bioenergetics.
Discuss the biological oxidation and reduction reaction.
Describe the processes of energy transformations such as electron transport chain and oxidative phosphorylation.

Unit VI: Enzymology
After the completion of this unit students will be able:

Discuss the important classification of enzymes and their clinical significance.
Distinguish between Apo enzymes, coenzymes & co factors.
Distinguish between activators and inhibitors.
Understand inhibition of enzyme activity in competitive and noncompetitive inhibitors.
Explain the mode of enzyme activity and factors affecting it.
Identify enzymes that help in food metabolism.

Unit VII: Metabolism

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

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

Unit VIII: Metabolism of Carbohydrates
After the completion of this, unit students will be able to:

Discuss the importance of glucose in blood and its dependency by various factors.
Discuss the metabolic pathways of carbohydrates such as glycogenesis and glycogenolysis.
Describe the role of oxidative glucose catabolism in the citric acid cycle.
Describe the role of gluconeogenesis.

Unit XI: Metabolism of Fats

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

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

Unit X: Metabolism of Protein

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

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

Unit XI: Hormones (Communication among cells & tissue)

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

Describe hormones and the body"s feedback mechanism.
Describes the classification of hormone.
Discuss the mode and function of steroid & peptides hormones.
Identify the cardiac, pineal, and gastrointestinal hormones.

Required Reading:

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& distributers. New Delhi.

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& Wilkins, New York.

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  ed, New Delhi: jaypee.

Tortora, F.J., & Anagnostakos, N.P. (2000). *Principles of Anatomy & Physiology*, New York:
  Harper & Row.

Lehninger N.I (1997) *Principles of Biochemistry,* 2nd ed, New York: Worth.

Topics to be covered in Laboratory

Review Lab
Project briefing
Redox Reactions
Acid and bases
Properties of Organic compounds
Cell TBD (Total Body Density)
Chemistry of Carbohydrates
Chemistry of Lipids
Chemistry of Proteins
Metabolism
DNA Extraction
Enzymology
Lab evaluation

Lab evaluation criteria:

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

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

As the lab is 0.5 credits therefore 25% marks will be counted towards the final grade. In addition
to, this satisfactory completion of lab manual is compulsory.

Lab Project Guidelines

Lab based Group Assignment using Scientific Method

Some General guidelines for the Project:

All the members of the group should be involved in the project.

Safety measures should be taken while working in the lab.

Four-five days" notice should be given to the science lab technologists prior to the planned time for the lab work.

It should be checked that the equipment needed are available. If requirements for the procedure are not available in the lab and if these could be easily ordered or obtained, that could be arranged.

The chemical/ apparatus that are not available in the Science lab will have to be purchased by the students themselves.

The written report should follow the format of the scientific method (Hypothesis, method, results and conclusion).

"Human subjects" could be involved in any of the project/assignment.

Evaluation criteria of the assignment:

This is a group assignment which will be done in lab groups. The students need to investigate a hypothesis/problem on which they will work in the lab by applying scientific method.

1. GROUP WORK: **10%**

Group participation will be assessed throughout the project

2. PLANNING: - **20%**

2.1 Approval of the hypothesis from the faculty and submission **(5%)** (2.5+2.5)

2.2 Discussion on experimental plan with the faculty **(10%)**

Ensure that the discussion focuses on:

• Safety and feasibility of the experimental plan •

Materials and resources required

• List of equipment, apparatus and chemicals required

2.3 Submission of written experimental plan to faculty & the lab technician **(5%)**

3. IMPLEMENTATION **30%**

3.1. Completion of practical work **(5%)**

3.2. Lab performance **(10%)**

(Handling of equipment"s, setup, safety measures etc.)

The whole group need to perform the Labs related to the hypothesis.

3.3. Results & observations **(5%)**

3.4. Interpretation & conclusion **(10%)**

4. WRITTEN REPORT: **10%**

4.1. Submission of lab project report.

4.2. The paper should be of 2-4 pages, excluding appendices, tables, figures and diagrams etc.

5. PRESENTATION: 30 %

5.1. Each group needs to make a 10-15 minutes presentation about their project

5.2. Standard presentation criteria will be followed to evaluate the presentation.

Note: Students are expected to keep the duplicates of all the written work and final report.

NU612 Advance Concepts of Nursing -I

Placement: Semester –I Year –I

Credit: 2 credits (Theory 2credits, Clinical 2 credits)

Pre & Co Requisite: None

Course Description:

The aim of the course is to enhance student"s nursing knowledge and skills essential in caring for patients and their families in tertiary health care setting. The course focuses on enhancing the advance clinical skills of nursing assessment; analysis of client"s nursing care needs, and implementing preventive and therapeutic nursing interventions based on physiological, psychosocial, cultural and spiritual concepts. In addition, the course also incorporates concepts and knowledge of anatomy and physiology, pathophysiology and pharmacology.

Course objectives:

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

Utilize the nursing process to provide holistic care to patients with variety of disease conditions across life span.

Integrate Gordon"s functional health patterns as a tool for assessment of client and families.

Relate normal and altered physiological and pharmacology concepts in clinical setting.

Analyze the assessment data critically and hypothesize patient problem using NANDA

Develop the evidenced based nursing care based on bio-psycho-social, cultural and spiritual concepts and theories in caring for clients and families

Apply nursing concepts, theories, and models to provide effective and safe patient care.

Integrate health promotion concepts and provide health education to patient and families.

Clinical Objectives

On the completion of this course students will be able to;

Utilize history taking and physical examination of the client in varying developmental stages as a part of nursing assessment.

Assess, plan implement and evaluate nursing care based on the functional health pattern (FHP)

Integrate knowledge of teaching learning, pathophysiology, pharmacology, diagnostic test and ethical principles in planning and implementing patient care in clinical setting.

Provide holistic care to patients utilizing nursing process incorporating physical, psychological, social, emotional and spiritual aspects of care.

Develop a concept map and a nursing care plan of patient under your care.

Provide formal and informal teaching to client and families.

Demonstrate professional responsibility and accountability in clinical practice

Document assessment findings and care according to hospital policy.

Teaching/Learning Strategies:

Lectures, group discussion, guest lectures, problem based learning, self-directed learning, web based strategies, and clinical portfolio.

Evaluation criteria		Evaluation criteria	
Clinical		Theory	
Clinical checklist	20%	Midterm Exam/ PBL session/ quizzes	30%
Clinical case based / double Jump/OSCE	20%	Presentation	30%
Critical incidence analysis / Clinical teaching	20%	Final Exam	40%
Nursing care plan/ Clinical concept map	20%		
Portfolio	20%		
Total	**100%**	**Total**	**100%**

Required Text:

Porter, P. A & Perry, A. G. (2016). Basic Nursing: Essentials for practice (5th ed.) St. Louis: Mosby.

Kozier & Erb, G. K., (2015). Fundamentals of Nursing: Concept, process and practice (10th ed.). Addison:

Wesley.Bruner, L.S., & Suddarth, D.S. (2015). Text book of Medical-Surgical Nursing (14th Ed.). Philadelphia: Lippincott.

COURSE SCHEDULE

	UNIT-1Overview of Nursing process and overview of NANDA.	
	UNIT-2Overview of Functional Health Patterns.	

3	UNIT-3	Advance Nursing Management of Cardiovascular diseases.
4	UNIT-4	Advance Nursing Management of Respiratory diseases.
5	UNIT-5	Advance Nursing Management of Gastrointestinal & Metabolic disorders.
6	UNIT-6	Advance Nursing Management of Genitourinary diseases.
7	UNIT-7	Advance Nursing Management of Musculoskeletal diseases.
8	UNIT-8	Advance Nursing Management of Neurovascular diseases.
9	UNIT-9	Advanced Nursing Management of Endocrine diseases.
10	UNIT-10	Advance Nursing Management of Reproductive diseases.
11	UNIT-11	Advance Nursing Management of Oncology diseases

UNIT 1: OVERVIEW OF NURSING PROCESS AND OVERVIEW OF

NANDA At the end of the unit, students will be able to:

Define the purposes of nursing process
Review the components of the nursing process.
Formulate nursing diagnosis
Develop a concept map-Nursing Care Plan
Describe the Functional Health approach to nursing process

UNIT 2: OVERVIEW OF FUNCTIONAL HEALTH PATTERNS

At the end of the unit, students will be able to:

Define Functional health patterns
Discuss the purpose of utilizing FHP as a tool for assessment for patients
Enumerate the Functional health patterns and their basic concepts
Obtain history taking and physical examination of the client through utilizing FHP
Formulate nursing diagnosis based on FHP assessment tool
Identify altered physiological functions based on FHP.

UNIT 3: ADVANCE NURSING MANAGEMENT OF CARDIOVASCULAR

DISEASES At the end of the unit, students will be able to:

Utilize Functional health pattern to identify patients problems related to
cardiovascular disorders including:
Myocardial infarction (MI)
Coronary heart disease (CHD) and *Coronary artery disease (CAD)*

Valvular heart disease
Integrate pathophysiology and pharmacology concepts of cardiovascular disease
Apply nursing process with support on Evidence-Based Nursing (EBN) to provide to the clients with CV disorders
Discuss the holistic approach for nursing management of the patient with cardiovascular diseases
Develop a teaching plan for a client experiencing disorders of the CV disorders.

UNIT 4: ADVANCE NURSING MANAGEMENT OF RESPIRATORY

DISEASES At the end of the unit, students will be able to:

Utilize Functional health pattern to identify patients problems related to respiratory
disorders including:
Asthma
Chronic obstructive pulmonary disorder
(COPD) o   Pneumonia
o   Pulmonary tuberculosis (TB)
Integrate pathophysiology and pharmacology concepts of respiratory disease
Apply nursing process with support on Evidence-Based Nursing (EBN) to provide to the clients with respiratory disorders
Discuss the holistic approach for nursing management of the patient with respiratory diseases
Develop a teaching plan for a client experiencing disorders of the respiratory disorders.

UNIT 5: ADVANCE NURSING MANAGEMENT OF GASTROINTESTINAL & METABOLIC DISORDERS

At the end of the unit, students will be able to:

Utilize Functional health pattern to identify patients problems related to
gastrointestinal disorders including:
Peptic Ulcer disease
Cirrhosis of liver
Cholecystitis and Cholilithiasis
Intestinal obstruction
Integrate pathophysiology and pharmacology concepts of GI disease.
Apply nursing process with support on Evidence-Based Nursing (EBN) to provide to the clients with GI disorders.
Discuss the holistic approach for nursing management of the patient with GI diseases.
Develop a teaching plan for a client experiencing disorders of the GI disorders.

UNIT 6: ADVANCE NURSING MANAGEMENT OF GENITOURINARY

DISEASES At the end of the unit, students will be able to:

Utilize Functional health pattern to identify patients problems related to
genitourinary disorders including:

      Acute and chronic renal failure

      Renal calculi

      Nephrotic syndrome

Integrate patho-physiology and pharmacology concepts of GU disease

Apply nursing process with support on Evidence-Based Nursing (EBN) provid to the
clients with GU disorders

Discuss the holistic approach for nursing management of the patient with GU diseases

Develop a teaching plan for a client experiencing disorders of the GU disorders.

UNIT 7: ADVANCE NURSING MANAGEMENT OF MUSCULOSKELETAL DISEASES

At the end of the unit, students will be able to:

Utilize Functional health pattern to identify patients problems related to
musculoskeletal disorders including:

      Osteoarthritis and Rheumatoid Arthritis

      Osteomylitis

      Osteoporosis

Integrate pathophysiology and pharmacology concepts of musculoskeletal disease.

Apply nursing process with support on Evidence-Based Nursing (EBN) to provide to
the clients with musculoskeletal disorders.

Discuss the holistic approach for nursing management of the patient with
musculoskeletal diseases.

Develop a teaching plan for a client experiencing disorders of the
musculoskeletal disorders.

UNIT 8: ADVANCE NURSING MANAGEMENT OF NEUROVASCULAR DISEASES

At the end of the unit, students will be able to:

Utilize Functional health pattern to identify patients problems related to neurovascular
disorders including:

      Cerebral vascular accident

      Meningitis and seizures

      Headaches and associated pains

      Alzheimer"s disorder

2. Integrate pathophysiology and pharmacology concepts of neurovascular disease.

Apply with support on Evidence-Based Nursing (EBN) to provide to the clients
with neurovascular disorders

Discuss the holistic approach for nursing management of the patient with
neurovascular diseases

Develop a teaching plan for a client experiencing disorders of the neurovascular disorders.

UNIT 9: ADVANCE NURSING MANAGEMENT OF ENDOCRINE DISEASES

At the end of the unit, students will be able to:

Utilize Functional health pattern to identify patients problems related to endocrine
disorders including:

> Diabetes Mellitus
>
> Hypothyroidism/Hyperthyroidism
>
> Parathyroid disorder

Integrate pathophysiology and pharmacology concepts of endocrine disease

Apply nursing process with support on Evidence-Based Nursing (EBN) to provide to the
clients with endocrine disorders

Discuss the holistic approach for nursing management of the patient with endocrine diseases

Develop a teaching plan for a client experiencing disorders of the endocrine disorders.

UNIT 10: ADVANCE NURSING MANAGEMENT OF REPRODUCTIVE

DISEASES At the end of the unit, students will be able to:

Utilize Functional health pattern to identify patients problems related to
reproductive disorders including:

> Pelvic inflammatory disease
>
> Uterine prolapse /Fistulas
>
> Benign prostate hypertrophy
>
> Hypo/hyperspadiasis

Integrate pathophysiology and pharmacology concepts of reproductive disease

Apply nursing process with support on Evidence-Based Nursing (EBN) to provide to the
clients with reproductive disorders.

Discuss the holistic approach for nursing management of the patient with
reproductive diseases.

Develop a teaching plan for a client experiencing disorders of the reproductive disorders.

UNIT 11: ADVANCE NURSING MANAGEMENT OF ONCOLOGY

DISEASES At the end of the unit, students will be able to:

Utilize Functional health pattern to identify patients problems related to oncology
disorders including:

> Pain

Integrate pathophysiology and pharmacology concepts of oncology disease.

Apply nursing process with support on Evidence-Based Nursing (EBN) to provide to
the clients with oncology disorders.

Discuss the holistic approach for nursing management of the patient with oncology diseases.

Develop a teaching plan for a client experiencing disorders of the oncology disorders.

Post-RN BSN Program
NU 613: HEALTH ASSESSMENT

Placement: Year I Semester I
Credits: 03 Credits

Pre & Co- Requisites: None

Course Description:
This course aims at developing the skills and knowledge needed to assess the basic health status of individuals of varying ages and conditions. These skills can be applied to identify health problems and designing nursing care in a wide variety of clinical settings. The course emphasizes history taking and physical examination skills applied to the nursing practice.

Course Objectives:
By the completion of this course, students will be able to:
>   Collect the data of an individual by obtaining a complete health history
>   Utilize proper techniques of observation and physical examination in assessing various body systems.
>   Differentiate normal from abnormal findings.
>   Record findings in an appropriate manner.
>   Demonstrate an awareness of the need to incorporate health assessment as part of their general nursing practice skills.
>   Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in assessment & analysis of data collected.

Teaching /Learning Strategies:
Interactive lectures, problem solving exercises, small group sessions and tutorials

Assessment Crtiteria:
 Performance Exam   30%
 Midterm /Quizes/ CATS   30%
 Final exam   40%

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PE -I Guidelines*

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   History findings: (Chief complaint, COLDERRAA, ROS, and other data gathered). o Skin assessment.
o   Head & Face assessment.
o Eye, nose, ear & sinuses assessment.
o Mouth and Neck assessment.

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PE- II Guidelines*

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   History findings:
   Mental status assessment:
o PVS assessment
o   MS assessment
o Sensory neuro assessment
o Heart:
o   Lungs:
o Abdomen:
o Spine

Note: *These are general guidelines. It can be subject to change as per institution.

Course Schedule

S. No.	Unit	Topic
1.	Unit # 1	Introduction to health assessment concepts
2.	Unit # 2	Introduction to physical examination and general survey
3.	Unit # 3	Assessment of the skin, head & neck
4.	Unit # 4	Assessment of nose, mouth & pharynx
5.	Unit # 5	Assessment of the abdomen, anus & rectum
6.	Unit # 6	Assessment of the peripheral vascular & musculosketal system
7.	Unit # 7	Assessment of thorax and lungs
8.	Unit # 8	Assessment of cardiovascular system
9.	Unit # 9	Assessment of the breast, axilla & genitalia
10.	Unit # 10	Assessment of the eyes & ears
11.	Unit # 11	Assessment of the mental status and sensory neuro system
12.	Unit # 12	Assessment of an elderly client
13.	Unit # 13	Assessment of the pediatric client

COURSE CONTENTS:

UNIT 01: INTRODUCTION TO HEALTH ASSESSMENT CONCEPTS:
By the end of the unit, learners will be able to:

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

INTERVIEWING SKILLS AND HEALTH HISTORY:
By the end of the unit, learners will be able to

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

UNIT 02: INTRODUCTION TO PHYSICAL EXAMINATION & GENERAL SURVEY:

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

Identify the general principles of conducting an examination.
Identify the equipment needed to perform a physical examination.
Describe the appropriate technique of inspection, palpation, percussion & auscultation.
Discuss the procedure & sequence for performing a general assessment of a client.
Compose a statement which reflects an overall impression of a client's health status.
Discuss the guidelines for documenting physical examination.
Document the PE findings of patients in PE documentation sheet on an ongoing basis

UNIT 03: ASSESSMENT OF THE SKIN, HEAD & NECK:
By the end of the unit, learners will be able to

Describe the component of health history that should be elicited during the assessment of skin, head & neck.
Describe specific assessments to be made during the physical examination of the above systems.
Apply braden scale to assess the bed sores of patient
Document findings.
Describe age related changes in the above systems & differences in assessment findings.

UNIT 04: ASSESSMENT OF NOSE, MOUTH & PHARYNX:
By the end of the Unit, learners will be able to:

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

UNIT 05: ASSESSMENT OF THE ABDOMEN, ANUS & RECTUM:
By the end of the unit, learners will be able to

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

UNIT 06: ASSESSMENT OF PERIPHERAL VASCULAR &MUSCULOSKELETALSYSTEM:

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

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

UNIT 07: ASSESSMENT OF THORAX AND LUNGS:
By the end of the unit, learners will be able to

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

UNIT 08: ASSESSMENT OF CARDIOVASCULAR SYSTEM:
By the end of the unit, learners will be able to
Describe the components of health history that should be elicited during the assessment of cardiovascular system.
Identify the landmarks of the chest.
Describe the following:
Pulse rate, rhythm and pulsation characteristics
PMI
Heart sounds
Discuss systolic and diastolic murmurs.
Assess the cardiovascular system systematically.
Document findings.
List the changes in cardiovascular system that is characteristics of aging process.

UNIT 09: ASSESSMENT OF THE BREAST, AXILLA & GENITALIA:
By the end of the unit, learners will be able to

1. Discuss the history questions pertaining to male and female breast and Genitalia assessment.

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

UNIT 10: ASSESSMENT OF THE EYES, & EARS:

By the end of the unit, learners will be able to
Identify the component of health history necessary for the examination of eye & ear.
Describe the following:
Eye structure and position
Upper and lower eyelids
Gross visual perception
Characteristics of the cornea, sclera, pupil, and lens fundi.
Peripheral fields
Color, shape, and location of auricle
External ear canal and tympanic membrane
Gross hearing
Perform the examination of eye and ear.
Document findings.
List the changes in eye and ear that are characteristics of aging process.

UNIT 11: ASSESSMENT OF THE MENTAL STATUS AND SENSORY NEURO SYSTEM

By the end of the unit, learners will be able to
Perform mental status examination of a client.
Assess cranial nerve, sensory, sense of proprioception and cerebellar functions and deep tendon reflexes.
Document findings.
List the changes in the nervous system that are characteristics of the aging process.

UNIT 12 : ASSESSMENT OF THE An Elderly

Client By the end of the unit, learners will be able to
Describe the common structural changes brought on by aging in various body systems.
Recognize the geriatric syndrome.
Discuss the variations in history taking for an elderly client.
Examine elderly client by modifying examination techniques.
Describe assessment abnormalities in elderly clients.
Describe how communication should be varied to communicate with elderly clients

UNIT 13: ASSESSMENT OF THE PEDIARTRIC

CLIENT By the end of the unit, learners will be able to
Discuss how children differ in structure and function from adults and how these differences affect physical assessment.

Explain components of pediatric history.
Evaluate the growth and developmental patterns of infants, toddlers, preschoolers,
   school goers and adolescents.
Describe how to assess the neurological system in the pediatric client.
Differentiate health assessment norms and variations for infants, and children.
Identify common examination techniques/skills for pediatric health assessment

Post-RN BSN Program
NU 614 Pharmacology

Placement: Year I Semester I
Credits: 03 Credits
Pre & Co- Requisites: None

Course Description:

This course provides students with the opportunities to build on, the concepts and knowledge about the altered Physiological mechanisms with integration of pharmacology including their impact on the functional status of the body. It also deals with the responses of the body that participate in manifestation of disease. The usefulness of this course will increase nurse knowledge, skills and attitudes towards pharmacodynamics and phamaco-kinetics in relation to disease process which impact on cellular function of the body.

Course Objectives:

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

Describe the factors in the environment, which contribute to produce changes
in Physiological processes of the body.
Discuss the relationship of normal body function with altered physiological
mechanisms in disease process.
Integrate the knowledge of the basic principles of pathophysiology and pharmaco
dynamics and phamaco kinetics in the disease process..
4.   Discuss the application of the knowledge in learnt   principles of pathophysiology and
pharmacology in their clinical practice.

Teaching/Learning Strategies:

Lectures, group discussion, quizzes/CAT, guest lectures, problem based learning, , field visits, self-directed learning and web based strategies

Evaluation Criteria:

Final exam:	40%
Midterm Exams/ Quizzes/ CATS	30%
Written Assignments/ Presentations	30%
Total	100%

Course Schedule

Unit	Topic
Unit # 1	Introduction to basic principles of pharmacology
Unit # 2	Anti – Microbial drugs
Unit # 3	Anti- Neoplastic drugs
Unit # 4	Homeostasis Imbalances
Unit # 5	Acid base imbalance
Unit # 6	Narcotic analgesia
Unit # 7	Drugs used for Nervous System Disorders
Unit # 8	Drugs used in Endocrine Disorders
Unit # 9	Drugs used for Nervous System Disorders
Unit 10	Adrenergic & Anti-Adrenergic drugs
Unit 11	Drugs Affecting the Cardio-Vascular System
Unit 12	Drugs Affecting the Respiratory System

COURSE CONTENTS
UNIT-I- INTRODUCTION TO BASIC PRINCIPLES OF PHARMACOLOGY
      Describe basic terminologies used in pharmacology such as efficacy, potency,
      therapeutic index, drug induced toxicity and adverse effects.
      Describe the basic pharmacokinetic principles such as absorption,
      distribution, metabolism and elimination of drugs.
      Describe pharmaco-dynamics such as agonist, antagonist and drug receptor interaction

UNIT II: ANTI-MICROBIAL DRUGS
 By the end the unit students will be able to:
      Discuss and review common terms and concepts related to antimicrobial therapy.
      Discuss mechanism of action and indication of using antimicrobial therapy.
      State appropriate nursing implications for a client receiving antimicrobial drugs.
      Discuss general principles and consideration related to antimicrobial therapy.
      Calculate the drug dosage for oral and parental antimicrobial drugs.

UNIT III: ANTI-NEOPLASTIC DRUGS
By the end of this unit students will be able to:
      Review the characteristics of normal and malignant cells.
      Explain characteristics of anti-neoplastic drugs.
      Classify anti-neoplastic drugs.
      Discuss the nursing care of patients who are on anti-neoplastic drugs.
      Calculate the drug dosage for Anti-neoplastic drugs.

UNIT IV- HOMEOSTASIS IMBALANCES:

At the end of this unit each student will be able to
      Review the physiological mechanism responsible for the movement of fluid
      and electrolyte in the following body compartments.
          Between ICF & ECF

Between Intravascular & interstitial.
Discuss the Starling"s Hypothesis to describe the movement of fluid across the capillary wall.
Discuss the classification of fluid electrolyte imbalance in terms of:
Isotonic imbalance
Osmotic imbalance
Compositional imbalance
Discuss the causes manifestation, and Pathophysiology of following isotonic imbalance:
Hypovolemia
Hypervolemia
Discuss the causes, Pathophysiology and clinical manifestation of the following osmotic imbalance:
Hyponateremia
Hypernateremia
Discuss the causes, Pathophysiology and clinical manifestation of compositional imbalance:
Hypokalemia
Hyperkalemia

UNIT V: ACID BASE IMBALANCE:

At the end of this unit each student will be able to:
Review the physiological mechanism responsible to regulate acid base balance in the body i.e.:
Buffers (phosphate, hemoglobin, carbonate)
Renal mechanism
Respiratory mechanism
Discuss the classification of acid base imbalance in terms of:
Respiratory acidosis
Respiratory alkalosis
Metabolic alkalosis
Discuss how to interpret the arterial blood gases (ABGs) to identify four types of acid base imbalance.
Discuss the causes, Pathophysiology and clinical manifestation of
Respiratory acidosis & alkalosis.
Metabolic acidosis & alkalosis.

UNIT VI: NARCOTIC ANALGESIA

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

Describe the neural mechanism for pain at the level of Spinal cord.
Review the definitions of Analgesic, Narcotic and Antagonistic.
List characteristics of Opioid analgesics in terms of mechanism of action, indications for use and major adverse effects.
4. Explain why higher doses of opioid analgesics are needed when the drugs are given orally.
Discuss principles of therapy for nursing process for using opioid analgesics.
Discuss signs and symptoms of opioid overdose, its withdrawal and treatment of each.
Illustrate client teaching regarding safe and effective use of opioid analgesics.

Discuss the nursing care, including client teachings associated with narcotics.

Differentiate between non-narcotic and narcotic analgesics.

Unit V: Drugs used in Endocrine Disorders

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

A. Antidiabetic Drugs

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

Discuss the role of Insulin in metabolic process.

Discuss different types of anti-diabetic agents with their mode of action, side effects and care.

List the principles of therapy for all anti-diabetic agents.

State reasons for combinations of insulin and oral hypoglycemic agents.

Calculate drug dosage accurately.

B. Corticosteroids

Discuss the action, indication, side effects and contraindication of exogenous corticosteroids.

List few commonly used corticosteroids.

Differentiate between short term and long-term corticosteroid therapy.

Discuss the action, indication, side effects and contraindication of exogenous androgen therapy.

Discuss the consequences of abusing anabolic steroids.

Identify few names of anabolic steroids.

Apply nursing process for the clients using corticosteroids / androgens therapy.

Calculate drug dosage accurately.

C. Thyroid and Ant thyroid Drugs

Review the physiologic effects of thyroid hormone.

Identify effects of hypo and hyper secretions of thyroid hormone.

Discuss actions, indications, side effects and contraindications of thyroid and anti-thyroid drugs.

Integrate the influence of thyroid and anti-thyroid drugs on the metabolism of other drugs.

Teach clients self-care activities related to the use of thyroid and anti-thyroid drugs.

Calculate drug dosages accurately.

Unit VI: Drugs used for Nervous System Disorders

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

A. Anesthetic drugs

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

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

Define the term anesthesia and anesthetic agents

Differentiate between different types of anesthesia

Identify the stages of general anesthesia

Describe Characteristics of general and local anesthetic agents.

Identify most commonly used anesthetic agents

Discuss factors considered when choosing anesthetic agents.

Compare general and local anesthesia in terms of administration, client"s safety and nursing care.

Discuss the rationale for using adjunctive drugs before and during surgical procedures.

Describe the nursing role in related to anesthetics and adjunctive drugs.

Discuss the action, indication and side effects of neuro-muscular blocking agent

Calculate the drug dosage of injectable anesthetic agent

Anti-Convulsants

Discuss the pharmacokinetics, side effects and adverse reactions, therapeutic plasma phenytoin level

Identify the contraindications and drug interactions.

Explain the nursing interventions, including client teaching related to the use of anti-convulsants.

Calculate the drug dosage accurately for oral and parental anticonvulsants drug.

Anti-Parkinson's

Describe the action of anticholinergic drugs and dopaminergic drugs in treatment of Parkinsonism.

Differentiate between the types of commonly used anti-Parkinson"s drugs.

Describe the side effects of anti-Parkinson drugs.

Discuss the nursing interventions including clients teaching of drugs used in the treatment of Parkinson"s disease

Calculate the drug dosage accurately for oral and parental anti Parkinson"s drugs

D. Skeletal Muscle Relaxants

Discuss common symptoms/disorders for which skeletal muscle relaxants are used.

Describe uses and effects of skeletal muscle relaxants.

Differentiate between centrally acting and peripherally acting muscle relaxants

Describe non-pharmacologic interventions to relieve muscle spasm and spasticity.

Apply the nursing process with clients experiencing muscle spasm or spasticity.

Calculate the drug dosages accurately.

UNIT VII: Adrenergic & Anti-Adrenergic drugs

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

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

Differentiate effects of stimulation of alpha & beta-adrenergic receptors.

List characteristics of adrenergic and anti-adrenergic drugs in terms of effects on body tissues, indications for use, adverse effects, nursing process implications, principles of therapy and observations of clients responses.

List commonly used over the counter preparation that contains adrenergic drugs.

Discuss principles of therapy & nursing process for using adrenergic and anti-adrenergic drugs.

Discuss the nursing care including teaching client about safe and effective use of these classes of drugs.

Calculate drug dosage calculations accurately.

UNIT VIII: CHOLINERGIC & ANTI- CHOLINERGIC DRUGS

In this unit, the learners would discuss / describe the effect of drugs on Parasympathetic nervous system. This unit will also help learners to integrate the knowledge of drug to use to treat problems associated with parasympathetic nervous system. It also deals with their mechanism of action, nursing action required to ensure safety of clients using these drugs. By the completion of this section the learners will be able to:

List characteristics of Cholinergic & Anti-Cholinergic drugs in terms of effects on body tissues, indications for use, adverse effects, nursing process implications, principles of therapy and observations of client"s responses.

Discuss antidotes for cholinergic drugs & Anti-Cholinergic drugs.

Describe signs and symptoms of cholinergic drugs & Anti-Cholinergic drug overdose.

Describe major nursing care needs of clients receiving these classes of drugs.

Discuss principles of therapy & nursing process for using Cholinergic & Anti-Cholinergic drugs.

Teach the client about safe and effective use of these classes of drugs.

Calculate the drug dosage accurately for oral and parental drug affecting parasympathetic nervous system.

UNIT IX: Drugs Affecting the Cardio-Vascular System

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

A. Cardiac Glycosides and Antiairythmic Drugs

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

Review inotropic, chronotropic and dromotropic effects of cardiovascular drugs.

Describe the therapeutic effects and therapeutic uses of digoxin.

Discuss digitalization.

Discuss the signs and symptoms of early moderate and severe digoxin toxicity.

Describe the nursing care related to digoxin toxicity.

Discuss pharmacological management of arrythmias.

Discuss nursing implication in relation to antiarrythmic drugs.

Calculate the drug dosage accurately while administering oral and parenteral medication.

B. Anti Anginal and Anti-Hypertensive Drugs

Discuss the main classes of drugs that are used for treating AP.
Discuss the nursing responsibility of each class of drugs.
Discuss the pharmacological management of hypertension and hypertensive crisis.
Discuss the nursing responsibility related to antihypertensive drugs.
Calculate the drug dosage accurately while administering oral and parenteral medications.

C. Thrombolytic Therapy

Discuss the main classification of thrombolytic therapy.
Discus the action of different thrombolytic therapy
Discuss the nursing responsibility during thrombolytic therapy

UNIT X: Drugs Affecting the Respiratory System

In this unit, learners will be able to gain knowledge about the drugs affecting respiratory system, their mechanism of action, indication side effects and nursing consideration.
By the end of the unit learners will be able to:
Define antihistamine, Decongestant, antitussive and expectorant
List the drug groups that are used for the COPD and Asthma.
Explain the therapeutic effects, side effect, Toxic level and nursing consideration.
Calculate the drug dosage accurately while administering oral and parenteral medications.

A Anti Tuberculosis Drugs

In this unit, learners will be able to gain knowledge about drug used in the treatment of tuberculosis, their mechanism of action, indication, side effects and nursing consideration. By the end of the unit learners will be able to:
Discuss the characteristics of anti-tubercular drugs i.e.:

Mechanism action.
Indication
Contraindication.
Discuss Primary and Secondary management of TSB drugs.
Describe the rationale for multiple drug therapy in treatment of TB
Discuss appropriate nursing implication for client receiving anti-tuberculin therapy.
Calculate the drug dosage accurately while administering oral and parenteral medications.

References:

Abrams, A.C. (2001). *Clinical Drug therapy: Rationales for nursing practice*. (5th ed.). **a.** Philadelphia: Lippincott.

Porth, M. C. (2009). *Pathophysiology concept of altered health status (8th.ed)*. Philadelphia:

Lippincot

Huether E. Sue (2006). *Pathophysiology: The biological basis for disease in adults and children. Understanding Pathophysiology.* (5[th]ed). New York, Mosby.

J.C.E Underwood (2009). *General and Systemic Pathology. Churchill living stone.*

Price, S.A., & Wilson, L.M (2006) *Clinical concepts of disease processes* (6th ed.): Mosby.

R.C. Kumar. (2005). *Basic pathology* (7th ed.). Philadelphia, W.B Saunders.

Tortora, Gerad J. (2006). *Principles of Human Anatomy and Physiology*
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Fluid & Electrolyte made incredibly Easy. (2nd.ed) 2002 springhouse, Pennsylvani.
Chrousos, G. P. & Margioris, A. N. (2001). Adrenocorticosteriods &
adrenocortical antagonistic.
Clayton, B. D. & Stock, Y. N. ((2001). *Basic pharmacology for nurses. 12th ed* London:
Mosby. Mccuistion, L. E. G., R. J. (2002a). *Drugs affecting the endocrine system. In real-world nursing survival guide: Pharmacology.* London:
Saunders. Mccuistion, L. E. G., R. J. (2002b). *Psychotherapeutic agents in drugs affecting the nervous system. In real-world nursing survival guide: Pharmacology.* London: Saunders.
Riens, B. S., & Evans, M. E. (2002). *Pharmacological aspects of nursing care* (6th ed.).
New York: Delmar. Shives, L. R. (2002). *Basic concepts of psychiatric mental health nursing.* (5th ed). Philadelphia: F. A. Davis.
Tracy, M. F., Lindaquist, R., Watanuki, S., Sendelbach, S., Kreitzer, M. J., Berman, B., & Savik, MS. (2003, May/June). Nurse attitudes towards the use of complementary and alternative therapies in critical care. *Heart & lung. The journal of acute & critical care., 32*, 179-209.

TITLE: **EN 615** English
CREDIT: 02
PLACEMENT: Post RN Year I, Semester I

COURSE DESCRIPTION
Students will develop critical reading and thinking skills. They will be introduced to write academic essays as well as Summarizing and referencing as per APA. They will develop some familiarity with self-directed learning skills.

COURSE OBJECTIVES
By the end of this course, students will be able to:
Reading
    Enhance critical thinking and reading skills
    Use analytical reading skills
Writing
    Summarize & paraphrase texts of varied lengths

Use correct forms of specified grammatical items
Write 4 / 5 paragraph essays

Speaking

Make oral presentations based on their experiences.

TEACHING/LEARNING STRATEGIES

Individual, pair and small group activities; whole class discussions; creating a project report

COURSE EXPECTATIONS

Completion of assignments / project files/ Self-directed work / Active classroom participation

ASSESSMENT CRITERIA Speaking

Writing Summarize/ Paraphrase texts	20%
Oral Presentations	20%
Academic Essay	20%
APA	10%

UNIT DESCRIPTION AND OBJECTIVES Academic Writing

Students will be able to develop academic writing skills using the compare and contrast rhetoric. The aim is to enable them to transfer those skills in the nursing context as well.
By the end of this unit, students are expected to be able to:

Support ideas in relation to the main idea.
Organize ideas coherently according to the rhetoric being used.
Use appropriate cohesive markers for better organization.
Develop texts using the conventions of academic writing.

Analytical Reading

This unit is specially designed to develop and enhance the learners" analytical reading skills, to cope with the rigors of academic reading.
By the end of this unit, students will be able to:

Identify and summarize the main ideas of a text.
Interpret and infer meanings from texts.
Reflect and relate information to their own context.
Critically reflect on and evaluate given texts.

Summary Writing

The objectives of this unit will help the learners to reflect on their own writing process. It will give them practice in improving their summary writing skills. By the end of this unit, students will be able to:

Understand the importance of summary writing.
Identify main ideas / themes.
Identify supporting details.
Select and cluster relevant information.
Summarize nursing and non-nursing articles.

Oral Presentation

This unit focuses on developing communication skills of learners to help learners present their ideas clearly and persuasively.
By the end of this unit, students are expected to be able to deliver a presentation script which will:

Demonstrate an understanding of elements of a formal presentation.
Evaluate the identified article
Summarize the main points needed to be delivered
Capture the audience
Conclude with an evaluation of the work/paper/article.

References & Citations in APA Style

This unit is designed to enhance the scholarly and technical information of the learners.
By the end of this unit, students will be able to:

Demonstrate what plagiarism involves.
Cite sources (quotations and paraphrasing).
Write references for
    Books, journals, reports, chapters,
articles o Lectronic references
   o   With corresponding citations.
Use the learned APA style of formatting in written assignments.

References

American Psychological Association. (2001*). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Eastwood, J. (2004). *Oxford practice grammar*. Karachi: Oxford University Press. Gardener, P. S. (2005). *New directions: Reading, writing, and critical thinking* (2nd ed.).
Cambridge: Cambridge University Press.

Glendinning, E. H., & Holmstrom, B. (2004). *Study teaching: A course in reading skills for academic purposes* (2nd ed.). Cambridge: Cambridge University Press.

Lee, L., & Gunderesen, E. (2001). *Select readings: Intermediate*. Oxford: Oxford University Press.

Powell, M. (1999). *Presenting in English*. London: Language Teaching Publication.

Ruetten, M. K. (2004). *Focus on writing: Developing composition skills through instruction and practice 1*. Singapore: Learners Publishing.

Smaley, R. L., Ruetten, M. K., & Kozyrer, J. R. (2004). *Focus on writing: Refining composition skills through instruction and practice 2*. Singapore: Learners Publishing.

Post RN Program
NU 621 Advanced concepts in Mental Health Nursing

Placement: Year I Semester II
Credits: 4 Credits (2 theory, 2 Clinical)
Pre & Co- Requisites: Successful completion of ACN-I

COURSE DISCRIPTION:

This course facilitate the learners to apply principles of human behavior in providing insight intoonce personal attitude, responses ,in cultural perception, value beliefs about mental health and illness

It will enable the learners to identify the needs and provide holistic care by utilizing evidence based practices to people with mental health challenges

Moreover, the learner will be able to provide special attention to family and their care taker who suffering from various mental health conditions, dysfunctional or mental disorders.

The course will improve the skills to work in multidisciplinary teams, liaising with psychiatrists, psychologists, occupational therapists, social workers and other mental health professionals in promoting the mental health among people and community at large.

COURSE OBJECTIVES

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

- Plan and provide appropriate nursing care to patients with mental illness/ psychiatric problems according to their diagnosis while safeguarding themselves and the patients equally.
- Plan and organize various therapeutic activities for patients; specifically focusing on vocational activity and play therapy.
- Educate families about their role in patient care and its management
- Analyze and critique current trends in the delivery of client centered mental health nursing care
- understand and identify how policy development and strategies for mental health care delivery
- influences access to health care and intersectoral collaboration
- Articulate the professional roles and development issues for mental health nurses in the field of mental health and in the wider health care system.

Evaluation Criteria:

Theory:	Marks 100%	Clinical	Marks 100%
Midterm	30	Clinical Evaluation Checklist	30
Group presentation /scholarly paper /case base paper writing	30	Individual Teaching	15%
Final exam	40	Vocational Activity	15%
		Mental Status Examination(MSE)	30%
Total	**100%**	**Total**	**100%**

Field Visit during clinical of Mental Health Nursing could be added in clinical .The aim of this field trip to facilitate the students to develop a sensitivity of different challenges of mental health in general public.

Teaching Learning Strategies:

Pre readings, Assignments, Lectures, Small group discussion, role plays, individual presentations, pre and post conferences, cooperative games and clinical concepts maps .case studies, incidents analysis, Problem based scenarios.

MENTAL HEALTH NURSING MODULE

Hours	Unit No	Topics
1	Unit 1	Introduction to mental health Mental Health and Mental Illness The magnitude and burdens of mental disorders List the different program related to health promotion Human rights
2	Unit 2	History of Psychiatry and mental health And Psychiatric Nursing Mental Health Ordinance 2001 Pakistan
3	Unit 3	Tools of Psychiatric Nursing 1. Therapeutic communication and therapeutic relationships 2. Mental health assessment 3. Self awareness
4	Unit 4	Mental and behavioral problems and related vicious circle of mental health burden
5	Unit 5	Mental Health Problems and Therapeutic Interventions Anger management Dysfunctional anxiety responses Altered mood states Biopsychosocial Interventions Cognitive behavioral therapy
6	Unit 6	Mental health disorders in children Attention deficits disorders Child abuse
7	Unit 7	Geriatric related Mental Health Problems
8	Unit 8	Community Mental Health Nursing
	Unit 9	From Promoting and preventing to Rehabilitation and Recovery

UNIT OBJECTIVES

Unit-I

Mental Health And Mental Illness And Its Management

Analyze own perceptions, values, beliefs and feelings towards mental health and mental illness

Analyze cultural perceptions to mental health, mental illness and mental health nursing.

The magnitude and burdens of mental disorders

http://www.who.int/mental_health/media/investing_mnh.pdf 2003

UNIT-II:

History of Psychiatric, Mental Health And Psychiatric Nursing

Discuss about the history of psychiatry and psychiatric nursing in Pakistan

Demonstrate understanding about laws governing admissions and discharge of clients in mental health settings

Analyze the common personal and civic rights retained by patients in mental health settings and ethical issues related to.

UNIT-III:

Tools of Psychiatric Nursing.

3- A: Therapeutic Communication and therapeutic relationship:

Discuss significance of communication skills in mental health settings

Describe techniques that facilitate or impede therapeutic communication in mental health settings

Demonstrate „use of therapeutic self" while dealing with clients with mental health problems in selected settings.

3- B: Mental health assessment:

Discuss nature, purpose and process of mental health assessment

Begin to analyze clinical findings that indicate mental health problems in selected clients.

3- C: Self Awareness:

Define self-awareness

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

UNIT-IV:

Mental and Behavioral problems and its relationship

Discuss the relationship of anxiety and substance use disorders in people with mental challenges

Discuss the relationship of smoking and sexual activities with lifelong morbidly as HIV/AIDS

Relate the risk factors of above mentioned disorders as for morbidity and mortality

Discus the mental health and economic burdens

Discuss the relation between mental health, poverty and vicious circle

UNIT-V:

Mental health Problems & therapeutic Interventions:

5-A: Anxiety and dysfunctional anxiety responses

Discuss physiological, cognitive, and behavioral effects of anxiety

Discuss various dysfunctional anxiety responses [Generalized anxiety disorder, Post traumatic stress disorder, Phobia, Obsessive Compulsive disorder, Conversion reaction] and their basis in etiology

Demonstrate understanding of the principles of nursing and psychosocial care, while caring for clients with dysfunctional anxiety responses.

Identify role of the nurse in psychopharmacological treatments

Analyze relevance and appropriateness of these therapies in the field of mental health.

5-B: Altered mood states:

Describe the continuum of adaptive and maladaptive emotional response

Discuss phenomenon of „depression"

Analyze the human responses to mood alterations

Discuss effective nursing and psychosocial interventions for clients with altered mood states

5-C: Deliberate self-harm and suicidal behaviour:

Describe the continuum of adaptive and maladaptive self- protective responses

Discuss prevalence statistics of self harm and suicidal behavior in Pakistani population.

Explore predisposing factors, precipitating stressors, and appraisal of stressors related to self-protective responses

Discuss effect to nursing interventions related to self-protective responses.

Unit-VI

Mental health disorders in children

Introduce the burden of Attention deficits disorders and its issues related to diagnosis in Pakistan

Discuss the parental role in raising children with attention deficits disorders

Discuss Child abuse and its effects on child development.

Unit-VII

Geriatric related mental Health problems

Identify and describe the elements of a comprehensive psychiatric assessment of elderly clients with compromised cognition.

Discuss Dementia and delirium in relation to mental health of elderly

Analyze nursing care needs for elderly clients with mental health problems.

Unit-VIII:

Community Mental Health Nursing

Discuss various models of community mental health nursing and its relevance to Pakistan

Analyze functions of mental health nurse in community setting of Pakistan

Demonstrate understanding of faith healing practices as local resource for community mental health in Pakistan.

Unit-IX:

From promotion and prevention to Rehabilitation and Recovery

List different health promotional and preventive measure of mental health at workplace

Define rehabilitation and to maintain the mental health

Discuss the behaviors and rehabilitative needs of people with serious mental health problems

Discuss response of families and communities towards rehabilitative needs of clients.

Clinical objectives for the Mental Health nursing

At the end of clinical the learner will be able to:
Providing caring for people experiencing acute mental distress or who have an enduring mental illness;

Perform complete assessment of assigned community

Building relationships with patients to encourage trust, while listening to and interpreting their needs and concerns;

Ensuring the correct administration of medication, including injections, and monitoring the results of treatment;

Communicate to distressed patients in a non-threatening manner and attempting to understand the source of distress;

Applying different vocational techniques to help people manage their emotions and behavior.

Preparing and participating in group and/or one-to-one therapy sessions, both individually and with other health professionals;

providing evidence-based individual therapy, such as cognitive behaviour therapy for depression and anxiety;

Encouraging patients to take part in art, drama or occupational therapy where appropriate;

Working with patients' families and carers, helping to educate them and the patient about their mental health problems;

References community

Antai-Otong, D. (2003). *Psychiatric Nursing: biological and behavioural concept*. Thomson Delmar Learning.

Boyd, M.A.(2008). *Psychiatric nursing: contemporary practice*. 4th ed, Lippincott. Willams& Wilkins

McEnany, G.P. (2007). Psychopharmacologic strategies and associated challenges in the long-term treatment of schizophrenia. *Journal of the American Psychiatric Nurses Association,* (05), S5-S15

Patel, V., Jané-Llopis, E., Barry, M., &Hosman, C. (2005).Mental health promotion works: a review. *Promotion & Education, 12. 9-25*

Stuart, G.W, (2009). *Principles and practice of psychiatric nursing* (9th ed.). St. Louis: Mosby

World mental health day October 10, 2009. Mental health in primary care: enhancing treatment and promoting mental health. Retrieved on December 30, 2009 from

Post RN BSN Program
Year-I Semester-II
SC 622 Introduction to Biostatistics

Credit: 2 Credits (2 Cr. Theory)
Placement: Year I Semester II

Course Description:
This course will provide an introduction to sound basic statistical principles and their applications in varied aspects of scientific studies. In addition, rules governing use of descriptive and inferential statistics will also be explored.

Course Objectives:
By the end of this course the student will be able to:
    State the definitions of various statistical terms.
    Describe the various statistical methods used in health sciences.
    Analyze the use of statistics in the selected scientific studies.

Teaching/Learning Strategies:

Interactive lectures, small group sessions and tutorials.

Course Evaluation:

S#	Requirements	Marks Distribution
	Assignments	30%
	CAT/Quizzes/Midterm	**30%**
	Final examination	**40%**
	Total	100%

Assignments/homework:

Homework will be assigned after every lectureand will be due at   the beginning of the next lecture. Home assignments will cover 20% of the total. Marks   will be deducted for late submission of assignments as per policy.

Activity /exercise

Students are required to complete and show the tutorial assignments to the facilitator/s before leaving the class.

Required Reading:

Blueman, A. G. (2012). Elementary Statistics: A Step by Step Approach, (8th ed.), McGraw-

        Hill: New York.

Reference Reading:

Kuzma, J.W. (2001). Basic Statistics for the Health Sciences. (4th ed.). California: Mayfield.

Rastogi, V. B. (2009). Fundamentals of Biostatistics (2nd ed.), Ane Books: New Delhi, India.

COURSE SCHEDULE

Sr. No		Topic
1	**Unit 1**	**Introduction to Biostatistics** Identification of variable types and variable scales (nominal, ordinal, continuous). Activity/ exercise
2	Unit 2	Organizing and displaying data: tables; frequency distributions: bar graphs, histograms, frequency polygon; cumulative frequency. Activity /exercise
3	Unit 3	Measures of central tendency (mean, median, mode) and measures of dispersion (range, variance, standard deviation). Activity /exercise
4	Unit 4	The Normal distribution. Activity /exercise
5	Unit 5	The sampling distribution and the Central Limit Theorem. Activity /exercise
6	Unit 6	Estimation. Activity /exercise
7	Unit 7	Hypothesis testing: null & alternative hypotheses; significance level Activity /exercise
8	Unit 8	Type I and Type II errors and Power of the test. Activity /exercise
9	Unit 9	Review Workshop
10	Unit 10	T-test – one sample Activity /exercise
11	Unit 11	T-test - two independent samples. Activity /exercise
12	Unit 12	*Paired T- test* Activity /exercise
13	Unit 13	Regression. Activity /exercise
14	Unit 14	Correlation Activity /exercise
15	Unit 15	Chi square and contingency tables Activity /exercise
16	Unit 16	Analysis of variance (ANOVA). Activity /exercise

Post RN BSN
Year I Semester II
SC 623 Introduction to Epidemiology

Credit: 2 Credits (2 Cr. Theory)
Placement: Year I Semester II

Course Description:

This course is design to provide the knowledge and skill to the learners of using epidemiological concepts in assessing the contributing factors, diagnosing the problems, planning intervention and evaluating the results in the health care system. In addition the learners will be able to make inferences on the impact population demographics on social and health status in Pakistan. Learners will also be able to correlate epidemiological research findings to nursing practice.

Course Objectives:

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

Define terms used in Epidemiology
Describe the general use of Epidemiology
Illustrate the use of a model of the natural history of a disease as a base for community intervention
Describe the common epidemiological methods
Describe the steps of an epidemiological investigation
Interpret the relevance of epidemiological research findings to community health nursing practice
Discuss the impact of population growth on the socioeconomic and health status in Pakistan.

Teaching / Learning strategies:
Interactive lecture, discussion, self study, brain storming, and paper writing
Course Expectation:
Pre-reading and preparation for class and participation in class discussion
Evaluation Criteria:
Group Presentation (existing PK Surveillance ,data/process gaps) 30%
- Mid Term Examination/Quizzes   30%
- Final Examination   40%

Group Presentation:

Students will be given a scenario to design an epidemiological study and present it in class.

Home Assignments:

2 Assignments: 10% each

Students will be given questions to solve them at home and submit it to the faculty. Assignments given to students will be different.

COURSE SCHEDULE

Sr. No	Unit	Topics
1.	Unit 1	Introduction of Epidemiology
2.	Unit 2	Concept of Health & Disease
3.	Unit 3	Natural History of Disease
4.	Unit 4	Concept of level of Prevention
5.	Unit 5	Epidemiological transitions in disease patterns
6.	Unit 6	Basic Measurement of epidemiology
7.	Unit 7	Epidemiological Methods
8.	Unit 8	Surveillance(quality) and Notification of Communicable Diseases
9.	Unit 9	Screening and outbreak investigation
	Unit 10	Data management and presentation

References Books:

Leon Gordis (2009). Teaches the basic principles and methods of *epidemiology* (4th ed.)
Ansari. I. M. (2003). *Community Medicine and Public Health* (6th ed.) Karachi: Urdu Bazaar.

UNIT OBJECTIVES

Introduction of Epidemiology

At the completion of this unit learners will be to;

Define epidemiology from historical context
Demonstrate three examples of "classic" modern epidemiology studies.
Describe descriptive and analytic epidemiology.
Identify advantages of epidemiology in public health.
Recognize achievements in epidemiology
Explain the scope of Epidemiology

Concept of Health & Disease

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

Define the terms of Health, Disease, Wellbeing.
Describe the concept of causation.
Understand the Health indicator.
Differentiate the enabling, risk factors and causes

Natural History of Disease

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

Identify Significance of natural history of disease
Define the term
        Host,
        Agent
        Environment
Identify the concept of epidemiology and diseases with the help of epidemiological Triad.
Identify Epidemiological approach in community setting.

Concept of Prevention
At the completion of this unit learners will be able to:
        Discuss the level of prevention
        Define Primary level of prevention
        Discuss Secondary and Tertiary level of prevention
        Difference between prevention, promotion and cure

Basic Measurement of epidemiology

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

Explain the concept of
        Population at risk
        Mortality (infant, neonatal, perinatal, maternal),
        Morbidity,
        Crude Birth Rate,
        Crude Death Rate,
        Life Expectancy and
        General Fertility Rate.
Discuss the Rate, Ratio, Proportion, Incidence, and Prevalence
Describe different types of incidence and prevalence
Describe different rates (crude, specific and adjusted)
Identify the Maternal and Infant rates in the specific community
Construct 2x2 table
Calculate the odd ratio, absolute risk, relative risk, attributable risk and population attributable risk
Interpret the odd ratio, relative risk and attributable risk results

        Define Population changes and population pyramid
        Illustrate Factors affecting population change (dependency ratio, sex ratio)
        Discuss Changes in life expectancy and changes in age / sex distribution
        Discuss Changes in major causes of death Changes in age / sex distribution

Epidemiological Methods
At the completion of this unit learners will be able to:
    1. Discuss the Descriptive in term of Time, place and Person.

Discuss the different types of epidemiological study designs (observational and experimental)
Differentiate descriptive from analytic, and observational from intervention studies.
Define the terms study base and study population.
Describe the major positive and negative features of each study design.
Recognize common epidemiological study designs in published reports.
Discuss the term of bias and confounding in study
Identify the controlling measures of bias and confounding

Surveillance and Notification of Communicable Diseases
At the completion of this unit learners will be able to:
Define the term surveillance
Discuss the principles of surveillance and notification of communicable diseases.
Describe different types of surveillance and notification of communicable diseases.
Identify nurses" role in surveillance and control of communicable diseases.
Identify the WHO step wise approach of surveillance of non-communicable diseases
Discuss the practical application of surveillance in Pakistan (DEWS)

Screening

At the completion of this unit learners will be able to

Define the concept of screening
Discuss the importance of screening
Explain the Types of screening.
Identify the criteria of screening

Data management and presentation

In this unit learners will discuss about the data management and presentation.

Define the term data
Discuss the types of data and various methods of data collection.
Discuss the different means and interpretation of data presentation through:
    Graphs (pie, bar, line, histogram)
    Tables, Charts. (spot map)

Year-I Semester-II
HU 624 Culture Health & Society

Credit: 2 Credits (2 Cr. Theory)
Placement: Year I Semester II

Course Description:

This course facilitates the students to explore the field of socio-cultural anthropology. It enhances students" understanding of values, beliefs and practices of different societies and its relationship to health and illness behaviors in general and among specific groups living in societies. This course will further provides analysis of the relationship of culture, society and health care delivery system.

It further promotes the exploration of trans-cultural concepts which will be promoted in the healthcare setting.

Course Objectives:

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

Explore the relationship between culture, society and health

Analyse health-related knowledge, beliefs, attitudes and practices of various socio-cultural groups.

Appreciate the role of society and culture in recognising health system utilisation

Apply trans-cultural nursing concepts when providing nursing care to clients.

Discuss relevant social issues and suggest methods to facilitate change where necessary

Teaching /Learning Strategies:

Interactive lectures, problem solving exercises, small group sessions and tutorials.

Evaluation criteria:

Cultural analysis paper	30% (rubric is attached for paper)
Class participation/presentation	30%
Final exam	40%
Total	100%

Required Readings:

Halvorson, M., & Young, M. (2001). *Microsoft office: Inside out.* USA: British Library.

Unit	Topic
Unit # 1	Health and illness: A socio-cultural perspective
Unit # 2	Health maintenance and disease prevention models
Unit # 3	Trans-cultural nursing concepts and theories A: Cultural and trans-cultural nursing theories B:Trans-cultural nursing across the life span
Unit # 4	A: A health and human rights B: Social determinants of health C: Health system frameworks and influence of world affairs / economic impacts
Unit # 5	Culture, prejudice, stigmatization, and discrimination
Unit # 6	A: Gender sensitisation and role of women

	B: Domestic violence
Unit # 7	Migrating families and health
Unit # 8	Healing, cure and spirituality

COURSE CONTENTS

UNIT I: HEALTH AND ILLNESS: A SOCIO-CULTURAL PERSPECTIVE
At the end of the unit learners will be able to:

Explain the concept of culture
Discuss the importance of socio cultural anthropology and its relation to health
Explain the concept of society at micro and macro levels
Describe the concepts of health, illness and disease, society, community, culture,
Discuss health and disease as a product of social behaviour
Differentiate between the different healing systems and practitioners
Explore religious beliefs and practices related to prevention and healing in illness
Identify issues of integration of traditional healing practices and modern medicine
Explore beliefs and practices of a client regarding their activities of daily living in different
   cultures
Describe basic principles of Eastern and Western medicine.

UNIT 2: HEALTH MAINTENANCE AND DISEASE PREVENTION MODELS
At the end of the unit learners will be able to:

Understand health maintenance and disease prevention models
Utilise health belief model in client care
Identify reasons for non adherence to treatment
Identify strategies to facilitate dietary change
Assess cultural specific aspects of pain experience
Discuss various treatments for pain (home remedies)

UNIT 3: TRANS-CULTURAL NURSING CONCEPTS AND THEORIES

At the end of the unit learners will be able to:
Describe concept of Trans-Cultural Nursing
Explain key concepts related to Trans-Cultural Nursing
Identify the components of Cultural assessment tool.

UNIT 3: A CULTURAL AND TRANS-CULTURAL NURSING THEORIES

At the end of the unit learners will be able to:
Identify Nursing frameworks and theories applicable to Trans-Cultural Nursing

UNIT 3: B TRANS-CULTURAL NURSING ACROSS THE LIFE SPAN:

At the end of the unit learners will be able to:
  Integrate concepts of Trans-Cultural Nursing care throughout the life span
  Examine culturally related issues across the life span
  Explore the role of family and cultural practices related to the developmental stages

UNIT 4: A HEALTH AND HUMAN RIGHTS
At the end of the unit learners will be able to:

  Recognise basic human rights
  Discuss the importance of human rights
  Conceptualise a rights based approach to health
  Identify nurses role in client centered health care approach

UNIT 4: B SOCIAL DETERMINANTS OF

HEALTH At the end of the unit learners will be able to:
  Describe the traditional model of health as medical and public health outcome
  Identify various factors that can have impact on health
  Define equality and equity
  Describe health as a social phenomenon
  Present how social conditions affecting health can be addressed through inter-sectoral
      programs.
  Describe the outcomes of the Black Report (1980), Alma-Ata Declaration (1978), and
      Millennium Development initiatives
  Relate human rights to Social Determinants of Health
  Relate economic efficiency to health equity

UNIT 4: C HEALTH SYSTEM FRAMEWORKS AND INFLUENCE OF WORLD AFFAIRS /ECONOMIC IMPACTS
At the end of the unit learners will be able to:
  Discuss current world affairs and their influence on human rights and health in particular
  Discuss the local health system frameworks and its efficiency in meeting the needs of
  the population

UNIT 5: CULTURE, PREJUDICE, STIGMATIZATION, AND DISCRIMINATION

In this unit students will be given general understanding of Prejudice and opportunity to explore their own prejudice and ways to handle them.
At the end of the unit learners will be able to:
  Explore understanding of prejudice and identification of own prejudices
  Explore ways to handle these prejudices in their own way
  Discuss how these prejudices could impact clinical practice
  To define stigma and discrimination.
  To explore how and why stigma is associated with stigmatized disease
  To examine how stigma impacts health care services.
  To discuss the strategies of enhancing acceptance of individuals with stigmatized
      diseases

UNIT 6- A: GENDER SENSITISATION AND ROLE OF WOMEN At the end of the unit learners will be able to:

Describe gender as a sociological construct

Analyse personal and cultural perceptions towards the sexes

Discuss societal perceptions and status regarding men and women

Discuss the role and status of women in Pakistani society

Evaluate societal attitudes towards factors enhancing women"s status

UNIT 6 –B: DOMESTIC VIOLENCE

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

Explore the societal understanding and perception of domestic violence.

Discuss the role of Government, NGO and media in awareness and its prevention

Explain the role of health care professional in identifying and counselling

UNIT 7: MIGRATING FAMILIES AND HEALTH

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

Describe cultural change and process of change

Determine factors influencing immigration and emigration in society

Analyse stages of cultural shock

Discuss challenges of immigrant populations

UNIT 8: HEALING, CURE AND SPIRITUALITY

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

Describe spirituality and its relationship with health and illness

Differentiate between healing and cure

Identify different methods of spiritual healing

Culture health and society Scholarly paper criteria

	Scholarly paper	Criteria	Excellent	Good	Fair	Unsatisfactory
1.	Introduction of paper	Provide community background in which you have worked (type of community, population ,language education level etc and its positive & and negative cultural practices **(10 marks)**	The background is clear concisely described so that a reader can create a mental picture of the situation of the community **8.5-10**	The background is **mostly clear** and concise and reader can create mental picture of the situation of the community **8.4-7.0**	The background is mostly clear and concise however **reader find difficulty in creating clear mental picture** of the situation of the community **6.9-6.0**	The background is either **not described** well as there is frequent lapses in the clarity of the description. **5.9-0**
2.1	Body	Describe 1-2 positive cultural practices and rationales with literature **(10 marks)**	Critical analysis of the practices is done with eastern and western literature **8.5-10**	Analysis of the practices is done with western and limited eastern literature **8.4-7.0**	Analysis of the practices is done with western or eastern literature **6.9-6.0**	Limited integration of literature **5.9-0**
2.2		Describe 1-2 negative cultural practices and rationales with literature **(10 marks)**	Critical analysis of negative cultural practices is done with eastern and western literature **8.5-10**	Analysis of the negative cultural practices done with western and limited eastern literature **8.4-7.0**	Analysis of the issue negative cultural practices with western or eastern literature **6.9-6.0**	Limited integration of literature **5.9-0**

2.3		Integrate transcultural /cultural model / theory or framework **(20 marks)**	Appropriate Model /theory/ framework is applied to analyze the issue **17-20**	Appropriate Model /theory/ framework is stated but not applied to analyze the issue **16.8-14**	Inappropriate selection of Model /theory/ framework is stated but not applied to analyze the issue **13.8-12**	Model /theory/ framework is not stated nor applied to analyze the issue **11.8-0**
6.		Propose strategies to reduce the risk of negative cultural practices **(20 marks)**	The propose strategies are practical at individual, family / community and institutional level **17-20**	The propose strategies are given at individual, family / community and institutional level however some of the strategies are not practical **16.8-14**	The propose strategies are limited and not comprehensively described at individual, family / community and institutional level and some of the strategies are not practical **13.8-12**	The propose strategies are limited and poorly described at individual, family / community and institutional level and most of the strategies are not practical **11.8-0**
7.	Conclusion	Conclude and summarize the paper **(10 marks)**	Strong review of key conclusions. with identified issue and its impact on client **8.5-10**	Review of key Conclusions **8.4-7.0**	Minor laps in Conclusions **6.9-6.0**	Does not summarize key Conclusions. Does not identify issue and its impact on client. **5.9-0**
8.		APA formatting & language (5 marks) The length of your	Paper follows the APA format for academic writing, use	Limited use of APA format for writing the reflective paper, errors	Paper does not follows the APA format for academic writing, references and	Paper does not follows the APA format for academic writing, references and citations use

| assignment should be between 3000 words, excluding title and reference page. The title page should include word count.

(10 marks) | of references, with minimal grammatical errors and follow the word count Adheres to page requirement guidelines

8.5-10 | in use of references, some grammatical errors evidence did not follow word length

Exceeded or did not

reach page requirement guidelines by 1 page.
8.4-7.0 | citations use are old, numerous grammatical errors hinders its reliability frequently did not follow the word length Exceeded or did not reach page requirement guidelines by 2 pages.

6.9-6.0 | are not supported, numerous grammatical errors hinders comprehension and readability Exceeded or did not reach page requirement guidelines by more than 2 pages.

5.9-0 |

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Post RN BSN Program
Year-I Semester-II

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Title   :   **NU 625 Introduction to Nursing Theories and Models**

Credits   :   2

Course Description: It is an introduction to theory and reasoning in nursing which will be foundational understanding of nursing as a discipline and profession. Students will be introduced to several different theoretical frameworks in nursing and to the contributions of selected nurse theorists.

Course Objectives:
Upon completion of this course, the student will be able to:

   Identify the need for theory, its purpose, and its development.
   Describe the historical context of nursing theoretical development.
   Comprehend the relationship among theory, research, and practice.
   Describe aspects of current theories of nursing.
   Apply selected conceptual models applicable to nursing.
   Examine the application of selected models and theories in nursing practice.

Teaching / Learning Strategies:
Interactive lectures, presentation, small group sessions & individual assessment activities, pre and post readings, discussion, and student presentations.

Evaluation Criteria:

Theory-theorist presentation	30%
Midterm \Quizzes	30%
Final exam	40%

Course Content

Sr No		Content
1	Unit 1	**An introduction to Nursing Theory:** 1. Theoretical framework in nursing 2. Development of Nursing Practice theory 3. Concepts of Nursing theory 4. An overview of nursing process
2	Unit 2	**Relationship between theory and the science and practice of nursing** 1. Theory practice and research 2. Nursing Theoretical evolution 3. Perspective of Nursing theory

3	Unit 3	**Selected Nursing Theories**
		  A. Need / problem oriented theory
		    • Florence Nightingale
		    • Virginia Henderson
		    • Dorothea E. Orem
		    • Jean Watson
		  B. Interaction Oriented Theory
		    • Hildegard E. Peplau
		  C. System Oriented Theory
		    • Sister Calista Roy
		    • Betty Neuman
		  D. Energy Field Theory
		    • Patricia Banner

UNIT-I AN INTRODUCTION TO NURSING THEORY:
Discuss the importance of theoretical framework in nursing
Identify the concepts of nursing theory
Discuss different terms including theory, framework and models
Discuss overview of nursing process

UNIT-II RELATIONSHIP BETWEEN THEORY AND THE SCIENCE AND PRACTICE OFNURSING
Relate the theory practice and research in perspective
Discuss the historical perspectives of Nursing Theories
Explain perspective of nursing theory

UNIT III: OVERVIEW OF NURSING THEORIES
Discuss various Nursing Theories (List given below).
Appraise the component of various nursing theories; description, purpose, concepts, definition.
Discuss the application of nursing theories in nursing practice.

Need / problem oriented theory
Florence Nightingale
Virginia Henderson
Dorothea E. Orem
Jean Watson
Interaction Oriented Theory
Hildegard E. Peplau

System Oriented Theory
Sister Calista Roy
Betty Neuman

Energy Field Theory
Patricia Banner

References

Johnson, B. M., & Webber, P. B. (2013). *An introduction to theory and reasoning in nursing* (4th ed.). Philadelphia, PA: Wolters Kluwer Health, Lippincott Williams & Wilkins.

Tomey, M.A. &Alligood, M.R. (2002). *Nursing Theorists and Their Work* (5th ed) St. Louis, Missouri: Mosby, Inc.
McEwen, M. & Wills, E. (2002). *Theoretical Basis for Nursing*. Philadelphia: Lippincott Williams & Wilkins
Alligood, M.R. &Tomey, A.M. (2002). *Nursing Theory Utilization and Application* (2nd ed). St. Louis, Missouri: Mosby, Inc.
Parker, M. (2001). *Nursing Theories and Nursing Practice.* Philadelphia: F.A. Davis
Gordon, M., Avant, K., Herdman, H., Hoskins, L., Lavin, A. M., Sparks, S., & Warren, J. (2001). NANDA Nursing Diagnosis: Definite & Classification 2001-2002. Philadelphia: NANDA.
Johnson, M. B., Webbe, B. P. (2001). An Introduction to Theory & Reasoning in Nursing. New York: Lippincott.
Kenney, W. J. (2002). Philosophical and Theoretical Perspectives for Advanced Nursing

Practice. (3rded). Massachusetts: Jones &Bartltt.
Marquis, L. B. & Huston, J. C. (2002). Leadership Role and Management functions in
Nursing Theory & Application. (3rded). Philadelphia: Lippincott.
Parker, M. (2001). Nursing Theories & Nursing Practice. Philadelphia: F. A. Davis

Guidelines for Evaluation:

Theory-Theorist Presentation (30 %)
Objectives of the presentation
Introduction to theory-theorist
Literature is properly integrated with critical considerations (e.g. relevant to the topic, and articles from professional journals)
Definition of the main concept/concepts are stated
Information is clear and stated succinctly
Arguments and assertions are supported with sound information
Ideas are organized and connected
Conclusion

Post-RN BSN Program
EN 626: English

TITLE   EN 626 English
CREDIT   2 credits
PLACEMENT   Post RN I Semester II

COURSE AIM
Students will develop critical reading skills. They will be able to write academic essays at the upper intermediate level for nursing purposes. They will develop self-directed learning skills.

COURSE OBJECTIVES
Students are expected to be able to use English required to:
Analyse and evaluate cause & effect essays / texts by identifying: thesis /supporting ideas.
Write 4/5 paragraph essays using the following rhetoric"s: comparison & contrast / cause & effect essays.
Develop article critique presentations.
Develop critical reading skills.
Develop referencing skills.

TEACHING / LEARNING STRATEGIES
Interactive lectures
Small group and whole class discussions

COURSE EXPECTATIONS
Participating actively in whole class / group work
Analyzing and evaluating nursing related texts
Writing academic assignments

- Studying independently

EVALUATION

• Critical reading	30%
• Article critique Oral presentation	30% (individual=15% group=15%)
• Academic Writing & APA	30%
Cause & effect	
• Reporting and commenting on the Discussion Forum	10%
Total	**100%**

UNIT DESCRIPTIONS AND OBJECTIVES

Academic Writing

This unit will assist the learners to improve upon their academic writing skills, with special focus on language used in comparison and contrast, and cause and effect essays. By the end of this unit, students are expected to be able to:

Support ideas in relation to the main idea.

Organize ideas coherently according to the rhetoric being used.

Use appropriate cohesion markers for better organization.

Develop texts using the conventions of academic writing.

Write comparison and contrast; and cause and effect essays.

Critical & Analytical Reading

This unit is specially designed to develop and enhance the learners" analytical reading skills, to cope with the rigours of academic reading.

By the end of this unit, students are expected to be able to:

Identify the main ideas of a text.

Interpret and infer meanings from texts.

Analyse and evaluate compare & contrast / cause & effect.

Reflect and relate information to their own context.

Article Critique Presentations

This unit focuses on developing communication skills of learners. This will help them in presentations. The students are expected to critically view the information at the application, analysis, and evaluative level of a case and present it.

By the end of this unit, students will make a presentation which will include a/an:

Introduction (background, objectives and reasons for selecting the article)

Article analysis [Integration of literature – what applies to this specific case]

Management [what are/were the available international, national, institutional resources, procedures, rules, regulations, steps, that can be/could have been used to handle the issue: new modalities if any – issue related]

Evaluation and result [what could have been applied to this particular case – how could things have been different- compare with literature from recent articles]

Conclusion (with recommendations, future directions)

References

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Gardener, P. S. (2005). *New directions: Reading, writing, and critical thinking* (2nd ed.). Cambridge: Cambridge University Press.

Glendinning, E. H., & Holmstrom, B. (2004). *Study teaching: A course in reading skills for academic purposes* (2nd ed.). Cambridge: Cambridge University Press.

Langan, J. (2005). *College writing skills with readings* (6th ed.). New York: McGraw-Hill.

Lee, L., & Gunderesen, E. (2001). *Select readings: Intermediate*. Oxford: Oxford University Press.

Powell, M. (1999). *Presenting in English*. London: Language Teaching Publication.

Ruetten, M. K. (2004). *Focus on writing: Developing composition skills through instruction and practice* 1. Singapore: Learners Publishing.

Smaley, R. L., Ruetten, M. K., & Kozyrer, J. R. (2004). *Focus on Writing: Refining composition skills through instruction and practice 2*. Singapore: Learners Publishing.

Post-RN BSN Program
NU 627: Principles of Teaching & Clinical Preceptorship

Credits : 3.0

Placement : Year I, Semester II

Pre & Co-Requisites: None

Course Description:

This course will give the students an insight of the basic concepts of teaching learning principles, clinical preceptorship and relationship between these two. It will provide an opportunity for analyzing one"s individual learning process and promote strategies to facilitate the learning of self and others. Moreover, it will prepare the learners for challenges in teaching learning and its responses in various health care settings. In addition, this course aims to provide the students with the knowledge, skills and attitudes necessary to become effective preceptors in clinical area. This course will enable learners for being a reflective practitioner in health education setting.

Course Objectives:

On completion of this course students will be able to:

Understand adult learning theories and various adult learner styles and how these may impact learning plans.

Appreciate the unique attributes of student/novice nurses shaping their learning and development.

Utilize the Guide for Teaching Thinking to promote reflective learning and understand how to uncover the student/novice nurse frame of reference.

Differentiate between mentorship, preceptorship and coaching.

Appreciate the importance of coaching and guidance in building clinical competency and confidence.

Identify the attributes and skills required to be an effective mentor, preceptor or coach

Recognize the stages of the coaching process

Demonstrate how to foster a safe and effective learning environment.

Analyze methods of feedback and apply them to clinical teaching scenarios.

Apply strategies provided to give effective feedback to the student/novice nurses in clinical and non-clinical settings.

Demonstrate How to debrief after critical situations are resolved

Teaching/Learning Strategies:

Interactive lectures, problem solving exercises, small group sessions, presentations, conducting patient education sessions and tutorials

Course Expectations:

In order to successfully meet the objectives of this course, students will be doing the following:

Attending all classes, and laboratory sessions as planned

Pre-reading and participating actively in classes and in laboratory sessions

Completing all assignments, and examinations on due dates

Evaluation Criteria:

Final Exams	40%
Teaching Project	30%
Written Assignment/ Logs/ Reflection	30%
Total	100%

COURSE CONTENTS:

Unit I: Reflective Writing and Critical Thinking

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

Discuss thinking process; to understand the process of reflective observation

List and Compare types of thinking

Define critical thinking

Discuss the components of critical thinking
Define reflection
Discuss types of reflections
Discuss process of reflection
Analyze the role of critical thinking in reflective practice.

Unit II: Bloom's Taxonomy

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

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

Unit III: Learning Theories and Models

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

Define learning and discuss learning process.
Discuss learning theories.
Discus the Kolb''s and Tyler learning model
Analyze learning theories and models in daily learning activities
Compare teaching learning strategies which enhance learning

Unit IV: Principles and Styles of Teaching and Learning

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

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

Unit V: Stages in Learning & Physical Environment

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

1. Discuss the stages in learning

Compare different stages of development with learning

Discuss the impact of physical environment and emotional wellbeing on learning

Relate the humanistic, dialectical learning theories with physical and emotional wellbeing.

Apply the learning strategies according to the stage of learning

Unit VI: Designing Teaching Program: Need Assessment

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

Define need assessment

Discuss the phases of need assessment

Compare the types of need assessment

Discuss the importance of need assessment in developing a program

List the important element in reporting the need assessment

Unit VII: Developing Teaching Plan

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

Define Teaching plan

Appreciate the importance of teaching Plan

Discuss the components of teaching Plan

List important consideration while preparing a teaching plan

Develop the teaching Plan for target group

Unit VIII: Teaching Learning Strategies/Technologies and Implementation

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

List and discuss various teaching strategies

Discuss relevance of teaching strategies in developing critical thinking and increasing learner˝s participation.

Rationalize the Selection of a particular teaching learning strategies in given target group/scenario.

Unit IX: Educational Administration: Evaluation Of Program/Learners

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

Define evaluation.

Explain the purposes of evaluation.

Interpret Kirkpatrick"s Model of evaluation.
Discuss the steps of doing an evaluation.
Challenges while performing an evaluation.

Unit XI: Introduction to Curriculum Planning and Designing

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

Understand how assessment is done
Define input, through put and output of curriculum design.
Plan a curriculum.
Evaluate/critique curriculum.
Review PNC/HEC nursing curriculum guidelines.

Unit XII: Role of preceptor in Nursing Practice

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

Differentiate between teaching and preceptorship and understand the major issues involved in preceptoring
Recognize the role of preceptee and preceptor in nursing practice and identify the characteristics of an effective clinical preceptor.
Identify the responsibilities of preceptor, instructor and student.
Discuss models of clinical preceptorship and supervision
Critically appraise the methods to evaluate clinical teaching and methods of writing anecdotal notes, signing of checklist.
Get oriented with the pre and post conferences.
Discuss the methods of giving constructive feedback.

Required Reading:

Barker, E.R. and Pittman, O., 2010. Becoming a super preceptor: A practical guide to preceptorship in today's clinical climate. Journal of the American Association of Nurse Practitioners, 22(3), pp.144-149

Bastable, S.B. (2008). *Nurse as Educator* (3rd ed). Boston; Jones & Bartlett Publishers.

USA

Care Quality Commission. (2013) *Supporting information and guidance: Supporting effective clinical supervision.* Available at URL:
https://www.cqc.org.uk/sites/default/files/documents/20130625_800734_v1_00_supporting_information-effective_clinical_supervision_for_publication.pdf

Cooper, et al. (2011). *Classroom Teaching Skills* (9th Edition). Wadsworth, Cengage Learning: USA

Curzon , L. B. Tummons, Jonathan (2013). *Teaching in Further Education: An Outline of Principles and Practice* (7th ed).

Gaberson, B. K. & Oermann, H.N. (2010). *Clinical Teaching Strategies in Nursing*. (3rd Editions). Springer Publishing Company: New York

Kaufman, D. M. (ABC of learning and teaching in medicine: Applying .)2003

educational theory in practice *British medical Journal, 326, 213-216*

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Moyer, A.B. & Wittmann-Price, A.R. (2008). *Nursing Education: Foundations for Practice Excellence*. F. A. Davis Company: Philadelphia

Sloan, G. and Watson, H., 2002. Clinical supervision models for nursing: structure, research and limitations. *Nursing Standard*, 17(4), pp.41-46.

Post RN BSN Program
NU 631 Advanced Concepts in Community Health Nursing

Placement :   **Year-II Semester-I**
Credit: 3 Credits (2 theory, 1 Clinical

Course Description:

This course enhances the knowledge and skills required for advance nursing practice in community setting. It will help the learner to develop his/her ability to practice with communities by applying planning cycle with the integration of major concepts of community as a partner, health promotion across life span, and epidemiology and research . The course will also address global health, demography, and developmental issues in relation to the diverse roles of nurses in community health.

Course Objectives:

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

Analyze the current population health issues in Pakistan in relation to the role of the community health nurse (CHN).
Explain the environmental, legal, ethical, social, political, and economical dynamics of the community and their effects on health.
Introduce the advance concepts of Reproductive Health.

Adopt the role of the community health nurse as a care provider, educator, manager and researcher, in the community at large.

Participate in health and development projects with the help of planning cycle, in the community setting.

Apply the concepts of Primary Health Care, Health Promotion, and Community as a partner, Epidemiology, and demography in the community setting.

Teaching Learning Strategies

Pre readings, Assignments, Lectures, Small group discussion, role plays, individual presentations, pre and post conferences, concepts maps .case studies, Problem based scenarios

Evaluation Criteria:

	Theory:	**Marks 100%**	**Clinical**	**Marks 100%**
1	Midterm	30%	Clinical Evaluation Checklist	25%
2	Group presentation	30%	Individual health education	25%
3	Final Exam	40%	Filed project group	50%
	Total	**100%**	**Total**	**100%**

Unit Objectives

Unit-I
Community assessment and priority setting 3

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

Define need assessment

Discuss the importance of need assessment in the communities.

Identify the role of a nurse in the community assessment.

Identify steps of need assessment in the community

Identify relevant and appropriate sources of information, including community assets and resources.

Discuss methods and tools of data collection

Apply community assessment tools while conducting community assessment

Define priority setting

Discuss purposes of priority setting of health problems

Identify steps of priority setting

Prioritize health problems utilizing priority setting tool

Unit-II:
Program Planning, Monitoring & Evaluation

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

Develop a plan to implement a course of action taking into account epidemiological projects

Develops a plan to implement and evaluate policy/program, including, output, outcome, process and impact indicators

Evaluate an action, policy or program.

Utilize monitoring and evaluation tools in epidemiological projects

Develop mechanisms to monitor and evaluate programs for their effectiveness and quality.

Unit-III:
Community participation & mobilization 5

By the end of session, learners will be able to**:**
Define community participation and mobilization
Discuss purposes and benefits of community mobilization
Integrate process of community mobilization with health project
Discuss techniques of promoting community mobilization and participation
Identify the roles of CHN as a community mobilize.

Unit-IV:
Disaster management and vulnerability 6

By the end of session, learners will be able to:
Define Disaster management
Discuss Disaster Planning
Describe the trauma team responsibilities
Identify the level of disasters
Discuss the Guidelines of National Disaster Management Authority of Pakistan
Identify the role of a nurse in the Disaster management.

Unit-V:
School health and health promotion 7

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

Identify the importance of school health
Discuss the role of school health nurse
Identify the models of school health
Discuss implementation of school health models in Pakistan
Integrate the child-to-child approach to school health
Identify the background of Health Promotion and disease prevention HPDP
Differentiate between disease prevention and health promotion
Describe steps of health promotion and disease prevention programs

Unit-VI
Millennium Development Goal and Pakistan Demographic Health Surveys 2012-2013 1

Enlist and Explain United Nation Millennium Development Goal (MDGs)
Discuss the updates on MDGs FROM 2000-2015

Unit-VII:
Introduction to Health policy 2

Discuss Evolution of Health Policy of Pakistan
Discuss burden of disease in Pakistan and other issues in details

Unit-VIII:
Introduction to Health and Mobile Health

Explain Health and its benefit
Health in Pakistan and impact on community

Clinical objectives for the community health nursing

In the end of clinical the learner will be able to:

Assess and Monitor health trends and identify health risk factors unique to specific communities

Set local priorities for health-related interventions to provide the greatest benefit to the most people

Advocate with local, state and federal authorities to improve access to health services for underserved communities

Design and implement health education campaigns and disease prevention activities, such as immunizations and screenings

Raise awareness to people about locally available health care programs and services to improve access to care

Guidelines and expectations on Project of health of School children

The students are expected to do the need assessment of that particular school during clinical.
Once the need have been identified, prioritize them and discuss with the teachers of that school.

The project should have proper outline for an example "

Specific objective
Raise awareness on the importance of well-balanced diet among school going children and teachers
Achievements:
The training on nutrition was given to 25 numbers of children age 10-15 and 5 teachers.
Report about the complete activity
Conclusion and highlight the steps that were considered for the sustainability of the learning in schools like, written materials were given,etc.

Guidelines and expectations on writing a survey report of community.
The nursing student must be taught on survey report before this activity.
But before the student start writing the report, the student should be taught on making a plan of what intend to write. Use the report headings.
Students must be facilitated to use different ways to present your data, for example, using tables or graphs for numerical data;
Students must relate the findings to any reports

Must write conclusions and recommendations

References community

Basavanthappa, B.T. (2008). Community Health Nursing (2nd.) Jaypee New Delhi:
Jaypee Brothers.

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Post RN BSN Program
NU 632 Introduction to Nursing Research

Placement : **Year-II Semester-I**
Credit: 3 Credits
Course Description:

This course is designed to stimulate scholarly inquiry about the research. It focuses on developing understanding of scientific approach and methods of the research process and critical appraisal of existing nursing and related health literature. The contents will enable nurses to critique qualitative/ quantitative research and utilize research findings to promote relationship of research to practice, education and administration.

Course Objectives:

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

Recognize the research process as a systematic approach to thought and the generation of nursing knowledge.

Identify the role of nursing research in the development of a body of nursing knowledge that promotes nursing as a profession.

Explain the ethical consideration used in nursing research for the safety of human subject and the conduct of research.

Identify the logical progression of steps in the research process and recognize the relationship between the steps.

Analyze/ critique research studies in nursing and other health sciences to evaluate the use of research process, methodologies, validity, reliability, application & research findings to the practice, and its significant to development of nursing.

Analyze the various types of research designs, sampling techniques, data gathering tools, and data analysis for both qualitative, quantitative and outcome research.

Prepare a condensed research proposal (either quantitative or qualitative)

Teaching/Learning Strategies:

Lectures (Verbal and power point) /discussion, pre and post -readings, small group discussions, field experiences, take home & classroom assignments.

Teaching/Learning Strategies:

Evaluation Criteria:

Quizzes	20%
literature review	20%
Quantitative Critique/merge	20%
Qualitative critique	20%
Final Exam	40%

Topical out Line for research

1	Unit 1	Introduction to nursing research
2	Unit 2	Introduction to qualitative and quantitative research
3	Unit 3	Introduction outcome research
4	Unit 4	Research problem, purpose, objectives, significance and scope
5	Unit 5	Research questions, Research hypothesis
6	Unit 6	Literature Review and synthesis
7	Unit 7	Theoretical/ conceptual frameworks and models
8	Unit 8	Ethical considerations in research
9	Unit 9	Samples sampling measurement tool, instruments
10	Unit 10	Data collection Data Analysis
11	Unit 11	Interpreting the research findings
12	Unit 12	Limitations, recommendations
13	Unit 13	Selecting the research topic
14	Unit 14	Writing research proposals

Course Expectations:

The faculty will serve as facilitators in meeting course objectives with student completing preparatory reading assignments and developing a research proposal.

UNIT OBJECTIVES

Unit-I: Introduction to Nursing Research.
At the completion of this unit learners will be to;

Define nursing research
Describe ways of knowing in nursing (tradition, authority, borrowing, trial and error, intuition, and research)
Identify role of a nurse in research as ADN, BS, MS, PhD, and DNP
Explain Evidence Based Practice through research.

Unit-II: Introduction to Quantitative and Qualitative Research.
At the completion of this unit learners will be able to:

Define the terms of qualitative and quantitative research.
Differentiate between qualitative and quantitative research.

Describe methods/approaches/types of quantitative research, i.e. Descriptive, Co-relational, Quasi-Experimental and Experimental research.

Describe methods/approaches/types of qualitative research i.e. Phenomenological, Grounded Theory, Ethnographical, and Historical research

Understand methodologies of qualitative and quantitative research.

Unit-III: Introduction to Outcome Research.

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

Define the terms related to outcome research

Discuss basis of outcome research with relation to Donabedian"s theory.

Describe methods/approaches/types of outcome research.

Understand methodologies of outcome research.

5.

Unit-IV: Research Problem, Purpose, Objectives, Significance and Scope.

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

Identify the interest area of research

Discuss the problem statement and research purpose

Develop objectives of research

Elaborate on significance and scope of the research

Differentiate between significance and scope of the research

Unit-V: Research questions, Research Hypothesis.

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

Identify variables in the study, to formulate research question and hypothesis

Formulate research question, which is to be answered statistically and logically

Formulate null hypothesis and test able research hypothesis, which is to be answered statistically.

Explore and select the appropriate statistical measures for selected research question

Justify the appropriateness of selected statistical test, chosen for the testing question and hypothesis

Interpret the selected statistical test, chosen for the testing question and hypothesis in statistical manner

Inference the selected statistical test, chosen for the testing question and hypothesis in statistical manner

Unit-VI:

Literature review and synthesis

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

Define literature review and related terms

Identify theoretical and empirical literature and their resources

Locate search engines and literature data bases like Cochrane, CINHAL, PubMed etc

Utilize data bases by retrieving required data

Identify framework to synthesize and organize the literature, such as traditional hierarchy/level of evidence.

Unit-VII:

Theoretical/conceptual framework and models
At the completion of this unit learners will be able to:

Discuss the different types of models and frameworks used in research framework
Discuss the use of theoretical/conceptual frameworks and models in the research.
Differentiate theoretical/conceptual frameworks and models
Recognize the best suit theory or theoretical model/framework for particular research study
Develop conceptual models/framework, best suit for particular research study

UNIT-VIII:

ETHICAL CONSIDERATION IN RESEARCH At

the completion of this unit learners will be able to:

Define the terms related to ethics in research
Discuss historical events of ethical mischiefs and evolution of ethics as protecting human rights
Discuss the ethical principles, declaration of Helsinki and research code of ethics
Describe different types of informed consent, i.e verbal, written, individual and institutional consent.
Produce a meaningful informed consent form.
Identify role and importance of ethical considerations in research.

Unit-IX:
Samples sampling measurement tools, instruments.
At the completion of this unit learners will be able to

Define the term population sample and sampling.
Calculate sample size according to particular type of research, and purpose.
Identify and select various software to calculate sample size according to particular type of research, and purpose.
Discuss types of measurement tools for collecting data from quantitative, qualitative and outcome research.
Differentiate between interview guide and interview schedule
Discuss reliability and validity of questionnaires
Establish reliability and validity of questionnaires

UNIT-X:

DATA COLLECTION DATA ANALYSIS

In this unit learners will be able to

Discuss the term data collection and various ways of data collection, including training of data collectors

Discuss the types of data and various methods of data collection.

8. Run the statistical software for quantitative, qualitative and outcome research.

Know the salient features of data entry and analysis soft wares, i.e SPSS and NVIVO

Apply appropriate statistical test.

UNIT-XI:
INTERPRETING THE RESEARCH FINDINGS.

At the completion of this unit learners will be able to

Discuss the different means and interpretation of data presentation/displaying through, Graphs (pie, bar, line, histogram), Tables, Charts. (spot map)

Discuss the different inferences through inferential tests and their interpretation.

UNIT-XII:
LIMITATION, RECOMMENDATIONS.

At the completion of this unit learners will be able to

Enlist theoretical and methodological/procedural limitation

Discuss the importance of study to give recommendations at organizational, national, international level.

UNIT-XIII:
SELECTING THE RESEARCH TOPIC.

At the completion of this unit learners will be able to

Select research topic with problem statement and in context with nursing

Defend the title, methodology and future plan of research study.

Defend scope and significance of the study

UNIT-XIV:

WRITING RESEARCH PROPOSAL.

At the completion of this unit learners will be able to

Follow and complete the provided guidelines for writing research proposal

Guidelines for assignments (Critique)

Students are expected to prepare a power point presentation, considering following guidelines.

Every student has to present individually.

No limitation for slides and presentation styles, innovation will be appreciated.

Students can seek help in selecting the article of choice or "key article"

Students are expected to circulate the article to class fellows and faculty, one week prior to presentation, manually or electronically.

General Guidelines for a Critique:

Comment on the study‟s strengthens as well as weaknesses. All research has some positive features – be sure to note them.

Give specific examples of weakness and strengths.

Justify your criticisms. Offer a rationale for using a different approach.

Be as objective as possible. Avoid being critical of the research if you are not interested in the topic.

Suggest alternatives to problems you identify in the study.

Logically written and grammatically correct.

The Problem:

Is the problem significant to public health and is the significant described?

Has the purpose for conducting the research been explained? What is to be accomplished?

Are research variables explained?

Was problem statement introduced promptly?

Will an answer to the problem provide insight into clinical applicability of the problem.

What are the assumptions and limitations of the study? Are they listed or do you have to infer what they are?

Review of the Literature:

Is the review comprehensive, critical, logical and relevant to the problem? Is the relationship to the research purpose evident?

Does it include recent research and theoretical work?

Is the review paraphrased adequately or are there too many quotes?

Can a case be made for conducting a new study based on the review?

Protection of Human Rights

Has the study been designed to minimize risk and maximize benefits to participants?

Is there an indication that participants gave voluntary, informed individual and institutional consent?

Is there evidence of deception?

Were participants invited to consent during periods of high stress?

Is there evidence in the study that individuals can be identified?

Is there evidence of an independent ethics review by board or committee?

Theoretical / Conceptual Framework:

Is a framework described? If not, does the absence detract from the significance of the research?

Is there justification of the type of framework used?

Does the research problem flow naturally form the framework?

Are all concepts defined in a manner consistent with the theory?

Hypothesis:

Are hypothesis formally stated? If no, should be included? If included, is it appropriate to have the hypothesis.

Do hypotheses naturally flow from the research problem and theoretical framework?

Does each hypothesis contain at least two variables?

Are hypotheses worked clearly and objectively? IS a prediction evident?

Sampling:

Is the target population carefully described? Given the problem and resource limitations, is the target population appropriate?

Are sample selection procedures clearly defined?

Does the sampling method fit the research design and level of inquiry of study?

Are potential sample biases described?

Is the sample sufficiently large? How has size been justified?

To whom can study results be generalized?

What controls have been utilized? How has sampling error been minimized?

Research Design:

What design has been used for the study?

Is the design appropriate for the level of inquiry of research question and purpose of research?

Have the potential effects of unwanted variables been discussed along with possible measure to control such effects (validity)?

Has enough information been given to permit replication?

Data Collection:

Describe the instruments used for data collection.

Has rationale been given for the selection of instruments?

Are instruments congruent with research question?

Have procedures for testing and reliability and validity of instruments been described? Are results sufficient to indicate their use?

Are instruments suitable for use with the study sample?

Quantitative Analysis:

Does the level of inquiry of the study questions fit with the analysis methods used?

Does the research design fit with the analysis methods used?

Does the level of measurement of the data fit with the type of statistics used?

Is the link between the analysis and the findings logical and clear?

Is the statistical result presented clearly both in the text as well as in numerical presentation?

Is there enough evidence to establish the correctness of the statistical result?
Are graphic displays clear, simple, and accurate?

OR

Qualitative Analysis:

Does the level of inquiry of the study questions fit with the analysis methods used?
Are methods of analysis clearly described?
How has rigor of the study been established?
Are concepts / theories developed supported by the raw data? Are they succinct?

Conclusions and Recommendations:

Are results of data analysis clearly explained in reference to research
questions, hypotheses and theoretical framework?
Has there been appropriate generalization of significant findings beyond the study to
the population?
What recommendations for nursing practice and future research studies have been
made? Are these recommendations supported by the data?

Proposal Evaluation Scale

Student‟s Name: _____

Title of Proposal_____

DIRECTIONS: Please use the following guidelines to evaluate the research proposal. Put a
tick mark on the appropriate box.

4 – Very good, 3 – Good, 2 – Fair, 1 – Needs improvement

Sr. #	GUIDELINES	4	3	2	1
1.	The title presents the whole research problem in a capsule (topic, design, population, setting)				
2.	The problem is relevant to the needs of the society (public health)				
3.	The problem is significant to add to existing body of knowledge.				
4.	The problem is clearly stated				
5.	The theoretical/conceptual framework, model/ philosophical underpinnings is related to the problem				
6.	The significance of using model or framework is given				
7.	The variables are defined in conceptual and operational terms.				
8.	The hypothesis/assumptions are clearly stated.				

9.	The hypothesis/assumptions are deduced from underlying theories/concepts.				
10.	There is adequate exploration of literature and studies.				
11.	The literature review is presented systematically.				
12.	The literature review points out similarities/differences with the study being done.				
13.	The research design is identified and justified.				
14.	The proposed strategy of the investigation (design) will obtain the answer to the research question.				
15.	The research setting is clearly identified.				
16.	The target population is well defined and justified.				
17.	The instruments to gather data are appropriate to the problem				
18.	Tool validation process/rigor is indicated.				
19.	Ethical safeguards are in place. (individual and institutional consent)				
20.	The scope and limitations of the study are discussed.				
21.	The data analysis plan is identified.				
22.	The procedure for data analysis is appropriate for the research approach used.				
23.	The dissemination of research results are identified				
24.	The format used is consistent with APA 5th edition. Or Vancouver				
25.	The proposal is submitted on time.				

SCORING: Highest possible score - 4 x 25 = 100
3 x 25 = 75
2 x 25 = 50
1 x 25 = 25

Evaluator: _____   Score: _____

Required Text books:

APA (2001). *Publication Manual of the American Psychological Association*. 5th Ed.
American Psychological Association.

*Polit& Beck (2004). *Principles and Methods* (7th ed). Lippincott Williams &

Wilkins.

Recommended Readings

Burns & Grove (2001). *The Practice of Nursing Research Conduct, Critique,*

& Unitization (4thed). W.B.Saunders Company.

Krueger & Casey (2000) *Focus Groups* (3rded). Sage Publications.

Ulin, Robinson &Tolley (2005). *Qualitative Methods in Public*

*Health.*Jossey-Bass.

Wood & Haber (2002) *Nursing Research Methods, Critical Appraisal &*

Utilization (5thed). Mosby.

NU 633 PROFESSIONAL DEVELOPMENT FOR NURISNG AND ETHICS
Credits: 3.0
Placement: Year II Semester I
Pre & Co Requisite: None

Course Description:
This course is designed to provide the learner with an overview of basic concepts of ethics, its theory, principles, and norms. This course will raise awareness of factors that need to be considered when dealing with ethical decisions and affirm nursing as an ethically responsible profession. It will also provide a forum for learner to reflect upon issues or ethical dilemma which they identify during their clinical practice. Moreover, the course will help students to understand the dimensions of professional knowledge and development and the importance of ethics in their professional advancement.

Course Objectives:
By the completion of the course, students will be able to:

Define ethical principles in health care.
Discuss ethical, moral and professional responsibilities of the nurse.
Discuss the nurse‟s individual liability with in the ethical scope of nursing practice.
Identify ethical concern at the clinical area and discuss alternatives.
Discuss the changing health environment for the role of nurse in delivery of ethical nursing care.
Review the history of nursing and explore the roles of the nurse, nurse specialist and nurse practitioner.
Examine the importance of lifelong learning, professional education and role development.

Teaching/Learning/strategies:

Interactive lectures, small group discussions, role play, group presentation, debates, videos, and case-studies discussion.

Course Expectations:
In order to successfully meet the objectives of this course, students will be doing the following:
 Attending all classes, and tutorial as planned

 Pre-reading and participating actively in classes.

 Completing all assignments, and examinations on due dates

Evaluation Criteria:	
Debate	20%
Mid-term Exam	25%
Commentary article	15%
Final Exam	40%

Required readings
Butts, J. B., & Rich, K. L. (2015). *Nursing ethics*. Jones & Bartlett Publishers.
Scott, P. A. (Ed.). (2017). *Key Concepts and Issues in Nursing Ethics*. Springer.
Burkhardt, M. A., & Nathaniel, A. (2013). *Ethics and issues in contemporary nursing*. Nelson Education

References:
Beauchamp T.L. and Childress, J.F (2002) *Principles of Bio medical Ethics* (5th ed) New-York Oxford
Kozier, B., Erb, G., & Wilkinson, J. (2005). Fundamentals of Nursing: Concepts, Process, and Practice. (5th ed). California: Addison-Wesley.
Potter, P. A & Perry, A. G. (2003). *Basic Nursing: Essential for Practice*. 5th (ed). Mosby.
Roger, B (2002). Honesty and Ethics in the professions; Gallup Poll results. *AAOHN Journal.* April 50 (4) pg 167-169
Yarbro, H. K., Wujcik, D. & Gobel, H. B. (2011). Cancer Nursing: Principals & Practice. 7th ed. Jones and Bartlett: USA

Zerwekh. J. Claborn. C.J. (2017) *Nursing Today Transition and Trends*.9th ed. Evolve Elsevier.

TITLE: EN 635 English
CREDIT   2 credits
Post RN Year II Semester I

COURSE DESCRIPTION
This course is designed to enable the students to acquire specific language skills for leadership roles in hospital setting. The main focus is on using the language of persuasion and argumentation in oral and written communication.

COURSE OBJECTIVES
By the end of this course, students will learn to
 Write argumentative essays

Deliver a speech to convince an audience by using the language of persuasion
Write electronic memos to inform and persuade
Record the proceedings of meetings according to a given format accurately

TEACHING / LEARNING STRATEGIES

Individual, pair, small group activities and class discussions, observing proceedings of formal meetings, and one- to-one student-faculty consultations.

COURSE EXPECTATIONS

Reading recommended texts / articles
Participating actively in class
Observing and participating in formal meetings
Speaking before an audience
Completing assignments

EVALUATION

Argumentative Essay*	40%
Public Speaking	25 %
Listening	15%
Minutes Writing	20 %
Total	**100%**

*marks will be allocated for the various stages of the process of writing the argumentative essay

Unit Descriptions and Objectives

Unit I Argumentative Writing
This unit introduces the students to the elements of argumentative essay and focuses on developing the skills and language required to write argumentative essays. By the end of this unit, students will be able to:
prepare a balanced essay plan
organize the structure of paragraphs in the body of an argument
present logical reasoning
use language of argument and discussion
use appropriate cohesive markers for better organization

Unit II Public Speaking
This unit aims to develop students" public speaking skills. It will also enable them to make real time objective judgments, adjust their speaking techniques, develop more confidence, and project professional presentation skills.
By the end of this unit, students will be able to:
Use the techniques and process of public speaking
Identify the key principles

Organise content and order for maximum impact
Use specific language to make speech persuasive and interesting

Unit III Listening in the
Blended Environment
This unit aims to enhance student‟s listening skills for the Blended learning.
By the end of this unit, the students will be able to:

Understand the main ideas of complex speech on concrete and abstract topics delivered
In a standard dialect, including technical discussion.
Understand and take notes on the key information
Recognize signposting language

Unit IV Writing Meeting Minutes
This unit is specially designed to give the students an opportunity to observe meeting
conventions and record the proceedings using specific language. By the end of this
unit, students will be able to:

Structure effective meeting agendas
Use different meeting formats
Identify opportunities for agreement, negotiation and compromise
Encourage others to speak, and respect their points of view
Deal with conflicts
Participate in decision-making.
Use language of reporting to write minutes

References

Heffernan, J. A. W., Lincoln, J. E., & Atwill, J. (2001). Writing: A college handbook
(5th ed.). London: WW Norton & Company.
Kiniry, M., & Rose, M (1990). Critical strategies for academic writing. Boston: St
Martin‟s Press.
Langan, J. (2005). College writing skills with readings (6th ed.). New York: McGraw-Hill.
Parks, A. F., Levernier, J. A. C., & Hollowell, I. M. (2001). Structuring paragraphs and
essays: Aguide to effective writing (5th ed.). Boston: St. Martin‟s.
Powell, M. (1999). Presenting in English. London: Language Teaching Publication.
Spurgin, S. D. W. (1994). The power to persuade: A rhetoric and reader for argumentative
writing(3rd ed.). New Jersey: Prentice Hall.
Stevens, M. (1998). How to be better at giving presentations. New Delhi: Kogan Page.

Post RN BSN
NU636 LEADERSHIP AND MANAGEMENT

Credit	**:**	3.0 Credits (2.5 Cr Theory + 0.5 Cr Clinical)
Placement	**:**	Year II Semester III
Pre & Co Requisite	**:**	

Course Description

This course provides the learners concepts and principles of leadership and management and professional development in a health care system that fosters positive, creative and caring environment. It prepares nurses for assuming the role of leaders along with their effective application in a context that are considered important for professional nursing practices in contemporary world

Course Objectives

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

Discuss the structures and functions of organizations

Explore the professional dimensions of nursing

Assess various management systems within, and related to, the health care system by utilizing various leadership and management theories.

Describe implementation of an effective human resource management in nursing

Identify different mechanisms for managing resources and monitoring effective utilization of resources.

Demonstrate effective communication and interpersonal relationship

Discuss the application of the assertive behaviour in selected relevant situations by using negotiation skills.

Describe the Quality Management System and its application to create an environment conducive to the provision of cost effective quality nursing care.

Describe the contribution of Information Technology to efficiency and effectiveness of nursing.

Teaching/Learning strategies

Lectures, discussions, small group work, self assessment activities and various experiential exercises, videos and group presentations, case studies/ situation analysis.

Evaluation Criteria

Assignment on leadership role	30%
Group Presentation	30%
Final Examination	40%

Project on exploring the PD in other professionals and may plan visits

COURSE CONTENTS

Unit I A: Management /Organizational Theories

In this unit the learners will explore the history of management theories and it's Implication in Health Care Organizations.

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

Discuss various theories of management.

Discuss different terminologies related to management

Identify different types of health care organizations.

Unit I B: Organizational Structures And Culture-Structuring, Retrenchment And Designing

In this unit learners will have an opportunity to understand different organizational structures and it implication.

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

Identify various types of organizational structures

Differentiate between formal and informal structure within the organization.

Define staff and line relationship

Describe the meaning of organizational structure

Describe different levels of management.

Describe redesigning and restructuring in the organization

Unit I C: Management Functions and its Application to Nursing Strategic Planning

In this unit learners will have opportunities to discuss the managerial functions associated with administration and how these are applied to management of nursing in various settings. At the end of this unit the learners will be able to:

Discuss various strategies managers use to coordinate material and human resources and for the accomplishment of organizational goals.

Analyze the functions of a nurse manager in relation to:

Planning

Controlling

Organizing

Directing

Evaluating

Discuss the attributes of an effective manager.

Discuss some selected management processes commonly used by nurses in their managerial role.

Discuss how a nurse manager monitors the functioning of his/her area of administration.

Understand the concepts of strategic planning.

Unit II A: Leadership Theories And Styles

Learners will be able to understand different Leadership theories and styles which managers use in different situations.

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

Understand different Leadership theories.
Discuss the styles of Leadership.
Describe the different types of power used by a leader.
Differentiate between the roles of manager & leader.
Discuss ways to become a more effective leader

Unit II B: Power And Politics Nursing

In this unit learners will get an opportunity to understand that how power and political actions influence the environment in which we live.

At the end of this unit the learners will be able to:
Define politics, power, and policy.
Discuss the different sources of power.
Describe reasons why nurses should know the political strategies.
Describe ways how power can be used constructively for professional purposes.

Unit III: Change Management
In this unit, learners will be able to learn about the concepts of change, resistance to change and strategies to deal with resistance and its application to management situation. At the end of this unit the learners will be able to:
Define change.
Discuss categories and types of change.
Understand different change theories.
Integrate any of the change theories in given situation Lewin‟s theory and steps of change in a ward situation.
Learn about the techniques for dealing with resistance.
Learn about the skills that a change agent should possess.

Unit IV: Problem Solving And Decision Making
In this unit, learners will study the process of decision making and its importance. They will be introduced to the different types of decision making, models of decision making including the ethical decision making model.
At the end of this unit the learners will be able to:
Define the terms decision making and problem solving.
Discuss the importance of critical thinking in decision making
State the importance of decision making and problem solving
Identify the types of decision making
Describe the models used for decision making
Describe the application of the models to a given situation
Describe the problem solving process and its application to clinical and administrative
situations.

Unit VA: Communication In Management
In this unit, the process and principles of effective communication will be reviewed. The concept of organizational communication will be introduced including the formal and informal channels of communication. Learners will appreciate the importance of assertiveness and apply it when

negotiating and collaborating with different population at different levels to accomplish professional goals. They will also learn the process of conflict resolution.
At the end of this unit the learners will be able to:

Review the basic principles of communication.

Describe the importance of formal and informal channels of communication in organizations.

Understand concepts of organizational and interpersonal communication.

Describe the different direction of communication

Describe the mode of communication.

Describe the factors influencing communication.

Understand the role of communication in leadership.

Unit VB: Negotiation and Collaboration

Learners will be able to learn about how to apply communication skills while talking to different population and to negotiate with them at different levels for the accomplishment of professional organizational goals.
At the end of this unit the learners will be able to:

Understand negotiation skills.

Apply negotiation and collaborations skills while dealing with different population.

Describe collective bargaining.

Unit V C: Conflict Resolution & Management

Define conflict.

Discuss the positive and negative aspects of conflict.

Explain causes of conflict.

Explain different types of conflict.

Describe different techniques of conflict resolution.

Unit VI A: Resource Management Financial Management

In this unit the learners will be provided with an understanding of budgeting concepts, terminology, utilization and monitoring of human and other resources determining the efficiency and the effectiveness of a nursing department in operation. At the end of this unit the learners will be able to:

Describe the purpose of budgets.

Differentiate and manage different types of budget.

Understand the importance of budget for nurses.

Apply specific terminology of budget.

Discuss goals setting to establish budget.

Discuss the elements of preparing, controlling and monitoring budget.

Determine the efficiency of selected budget.

Describe the appellation of budgeting in their specific institution

Unit VI B: Human Resource Management

In this unit the learners will be introduced to the basic concept of Human Resource Management which will include recruitment, hiring process, staffing and scheduling and different strategies to

manage staff and their retention and development.
At the end of this unit the learners will be able to:
    Define Human Resource management,
    Discuss the different strategies for staff management.
    Describe the recruitment process.
    Understand staffing and scheduling
    Understand the importance of staff retention and staff development.
    Understand the importance of delegation.

Unit VII A: Work Load Management

A. Models for Nursing Care Delivery System
In this unit learners will be able to gain knowledge regarding efficiency, productivity and effectiveness in nursing care and will be able to discuss different nursing care models and will be able to compare these models with the patient care areas of the Hospital. At the end of this unit the learners will be able to:
    Define Work load management.
    Understand different patient care processes, input, though put and output.
    Define efficiency, productivity and effectiveness.
    Define the different types of Nursing Care Models.
    Verbalize the advantages and disadvantages of each model.
    Discuss application of these models in patient care areas of the hospital.

Unit VII A: Motivational Theories

B. PERFORMANCE APPRAISAL, C. MANAGING CHALLENGING PERSONNEL In this unit Learners will develop an understanding of motivational theories and will be able to describe the evaluation process as it is relate to self and others. They will also gain knowledge regarding the process of counseling, while dealing with different challenging / difficult personnel.
At the end of this unit the learners will be able to:
    Describe different motivational theories.
    Define the term Performance Appraisal.
    Understand the different evaluation philosophies.
    State the purpose of performance appraisal.
    Describe the process of performance appraisal.
    Describe the components, methods and types of evaluation.
    Understand the potential problems and strategies to reduce them.
    Define counseling and know the types.
    Describe the process of counseling and its importance to performance appraisal and managing with challenging / difficult personnel.

Unit -VIII: Quality Management System

In this unit, learners will be introduced to the concept of Quality Management System (QMS), Accreditation of institutions and Risk Management. Learners will also discuss its implementation in hospital setting. The role of the nurse manager will be explored in respect to QMS.
At the end of this unit the learners will be able to:
1. Describe the historical elements fostering implementation of quality management system.

Discuss the relationship between Total Quality Improvement (TQI), Total Quality Management (TQM), and Quality Management System (QMS).

Describe the characteristics and process of quality management system.

Define performance improvement standards.

Identify the role of the nurse manager in the quality management process.

Discuss Nursing role in risk management.

Delineate the type of risk involve in health care setting.

Discuss key behaviors for handling customers" complaints.

Analyze the Plan Do Check & Action (PDCA) cycle

Unit-IX: Accreditation For Institutions

Learners will be given an introduction to accreditation its types and process with the specific focus on the ISO 9000 –2000 and Joint Commission International Accreditation (JCIA). At the end of this unit the learners will be able to:

Describe the historical back ground of the accreditation of institution.

Define Accreditation.

Discuss the importance of accreditation in growth of the institutions.

Differentiate between ISO 9000 and JCIA.

Discuss its implementation in other hospitals / organization.

Unit X: Hospital Management System (HMS)

In this unit, learners will be introduced to the concept of Hospital Management System (HMS), and be familiar with the different systems of Information Technology that are used with in the health care environment.

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

Define Management Information System (MIS)

Understand different Information system used in hospital setting.

Describe different obstacles with Nursing Information System (NIS).

Describe the role of a nurse manager in application of this technology.

Discuss ethical consideration in NIS.

Understand Nursing Informatics and its implication in nursing profession.

Describe the contribution of Information technology to efficiency and effectiveness of nursing.

Assignment (based on leadership role)   30%
Guidelines

Describe one situation/ incident that you have observed during your management rotation how it was resolved.

Identify and describe what management process can be applied there. E.g. problem solving, conflict management, communication, Decision making. Give your rationale(s).

Undertake a literature search related to the chosen management process or principle and discuss in the light of cause & effects Perspective.

Explain if you were in that situation how you would have handled the situation. (Use problem solving steps).

GROUP PRESENTATION   30%

GUIDELINES

Each group will prepare a 30 minutes presentation on selected topic from the list given below.
The presentation will be evaluated based on the following guidelines and attached checklist

Organization of Presentation
Content (Introduction, body, conclusion)
Teaching learning strategies
Presentation Style

Topic for presentation
Attrition & retention
Mentor-ship
Employee orientation
Counseling
Staffing & scheduling
Staff development
Incident reporting
Customer"s Satisfaction
Job satisfaction
Safety & Risk management
Transformational &Transactional leadership
Empowerment in Nursing
Quality assurance
Clinical Pathway.
Job Stress and Job performance
Collected Bargaining
Commission of new unit.

Specific Clinical Objectives for Leadership and Management

Utilize effective communication skills to interact with nurses, preceptors, members of the health care team and instructors.
Give unit report to the head nurse.
Hand over report to the on-coming shift.
Interact with the patients, family and visitors.
Take and deliver telephone messages.
Go on rounds with the doctors and give information on patients" condition. B: Utilize problem solving skills for effective decision making in management.
Spend a day at the nursing counter and try to deal with issues related to diet, Pharmacy, medical treatment, nursing care and visitors" issues and concerns.
Transcribe Doctor"s orders.

Work at staffing assignment for the on-coming shift.
Organize meal breaks for staff.
Observe the head nurse requesting extra staff as necessary from the manager/supervisor.

D: Under supervision evaluate and supervise patient care.
a) Do patient rounds with the Head nurse or In-charge nurse, and conduct one unit round

independently.

Observe the care being given to the patients.

Give care to given to the patients.

Intervene as necessary to assigned patients.

Evaluate the care being maintained quality patient care, e.g., modify assignment accordingly and observe staff counseling session if possible.

Discuss the concept of quality assurance with the preceptor.

Observe/assist in performance appraisal if possible.

E: Other Functions:

Demonstrating an understanding of the importance of medication related policies.

Take over of crash cart and narcotic cupboard.

Observe and discuss risk management as it is applied in the units especially for fire, electric shocks, accidents, falls, infection etc.

Learn about different ward records that are maintained in the units.

Observe the role of the In-charge nurse in relation to ward management and learners teaching.

Observe and discuss about the qualities/characteristics of a leader with faculty or in post Conferences.

Fill out requisition forms for ward equipment and supplies for the unit and understand the System of procuring equipment (CSSD) and supplies for the unit.

Discuss incident reporting and try to fill one incident form.

Discuss with your preceptor budgeting and the measures to control expenses

References:

Adomat, R. (2004). Assessing patient category / dependence systems for determining the nurse / patient ratio in ICU and HDU: A review of approaches. Journal of Nursing Management, (5), 299-308.

Aiken, L. H., Clarket, S. P., & Sloane, D. M. (2000). Hospital restructuring: Does adversely affect care and outcomes? The Journal of Nursing Administration, 30(10), 457-465.

Aiken, L. H., Haven, D. S.,& Sloane, D. M. (2000). The management nursing services recognition program: A comparison of two groups of management hospitals. American Journal of Nursing, 100 (3), 26-36.

Benson, G. S., &Dundis, P.S. (2003). Understanding and motivating health care employees: Integrating Maslow''s hierarchy of needs, training and technology. Journal of Nursing Management, 11(5), 315-320.

Carney, M. (2004). Middle manager involvement in strategy development in not - for profit organizations: The director of nursing perspective - how organizational structure impacts on the role. Journal of Nursing Management., 12 (1), 13-21.

Dlittet Phil, K. J. (2003). Leadership: A perspective. Journal of Nursing Management, 12 (3), 217 - 223.

Furaker, C., Helstrom, U., &Walldal, E. (2004). Quality of care in relation to a critical pathway from the staff perspective. Journal of Nursing Management., 12 (5), 309-316.

Henson, A., & Stanton, A. (2002). From conflict to collaboration: Contrast and

conversion in the development of nursing and management theory. Journal of Nursing Management, 10 (6), 349-355.

Johns, C. (2004). Becoming a transformational leader through reflection: Reflection on nursing leadership. Journal of Nursing Management., 11 (6), 364-370.

Marquis, L. B., & Huston, C.D. (2006). Leadership roles and management functions in nursing

"Theory & Application" (5th ed). Philadelphia : Lippincott.

Macphee, M. (2000). Hospital networking: Comparing the work of nurses with flexible and traditional schedules. The Journal of Nursing Administration, 30(4), 190-198.

McMurray, A.J., & Williams, L. (2004). Factors impacting on nurse managers" ability to be innovative in a decentralized management structure. Journal of Nursing Management, 12 (5), 348-353.

Olofsson, B., Bengtsson, C., & Brink, E. (2003). Absence of response: A study of nurse"s experience of stress in the workplace. Journal of Nursing Management, 11 (5),351-358.

Powell, S. L. (2000). Nursing case management: A practical guide to success in management. Arizona: Philadelphia

Snow, L. S. (2001). Looking beyond nursing for clues to effective leadership. Journal of Nursing Administration, 9 (31), 440-443.

Sullivan, E. J., & Decker, P. J. (2005). Effective leadership and management in nursing (6th ed.). New Jersey: Prentice Hall.

Whittock, M., & Leonard, L. (2003). Stepping outside the stereotype. A pilot study of the motivations and experiences of males in the nursing profession. Journal of Nursing Management, (4), 242-249.

Websites:
www.NursingCentre.com;
www.Nursingworld.org
www.apastyle.org;
www.mosby.com/MERLIN/Marriner/guide
www.ingentaselect.com

NU 641 *RESEARCH/ EVIDENCE BASED ELECTIVE PROJECT

Placement: **Year II Semester II**
Credits   **04**
Pre & Co Requisites None

Course Description:
Evidence Based Clinical Practicum Evidence Based Clinical Practicum. This course will provide indepth knowledge; understanding and clinical application of evidence based clinical practice to enhance the advance practice of professional nursing in a variety of health care settings. It will enable the learners to respond the needs of society by helping persons, families, and communities through therapeutic nursing care. The learners use clinical judgment to assist the client in achieving optimal health and adapting to alter state of health.
Students are required to select a practicum experience related to their specified area of interest i.e Clinical Education, Clinical Management, Health Care System and Occupational Health Nursing. this course will promote leadership qualities such as critical thinking, problem solving and decision making capabilities among students.

Course Objectives:
On completion of this course, students will be able to:
>   Analyze the trends and issues that influence the development of philosophy in
>   their clinical practice setting.
>   Apply knowledge of relevant theories and skills in specified areas of nursing practice.
>   Relate knowledge of the roles and responsibilities of the preceptor in her/his
>   clinical practice setting.
>   Participate collaboratively as a peer with other health professionals during
>   Evidence Based Clinical Practicum. Evidence Based Clinical Practicum.
>   Demonstrate an in-depth approach to solving problems during the practicum experience.
>   Demonstrate self-directed learning abilities to complete the practicum.

Teaching/Learning Strategies:
Participation in selected field practice setting, reflective journals, pre-readings, tutorial, seminar presentations and portfolio as evidences of learning.

Course Expectations:
In order to successfully meet the objectives of this course, students will:
>   Identify a preceptor who will facilitate achievement of both the course and
>   individual objectives.
>   Discuss and finalize selection of preceptor with course Faculty
>   Develop a working contract with preceptor acceptable to course Faculty.
>   Prepare a learning plan that states clearly, what is to be accomplished during
>   the experience and obtain the approval of the course Faculty.

Course Evaluation Criteria:
- Learning Plan   20%
- Preceptor"s Evaluation   20%
- Evidenced Based Portfolio/Evidence Based Project/   40%

Re-entry Presentation
- Reflective logs   20%

Guidelines for Project Presentation

1)	List the identified issues	05
2)	Share the need assessment of the identified issue	10
3)	Discuss literature review in relation to the topic	15
4)	Analysis of the issue in the light of literature	20
5)	Relate a theory that supports the issue	10
6)	List down the recommended strategy	05
7)	Explain the process of implementation of recommended strategy	15
8)	Evaluate the implemented strategy	05
9)	List the limitations and recommendations	10
10)	Conclude the project	05
	Total	**100**

Guidelines for Evidence Based Project (30%)

Introduction
Briefly discuss the identified issues and the rationale for the prioritized issue. Explain the main theme of the issue. How did you done need assessment and what are the results of your assessment

Analysis
Support the issue with the help of literature. Literature should be recent and compare your findings with at least two universities. Relate a theory to support the issue or your suggestions

Implementation
What is the proposed strategy to implement the project at your selected placement with the help of literature? What did you do for sustainability of the project?

Evaluation
What feedback did you get after implementation of your strategy? What are the limitations of the project and what did you recommend further?

Post-RN BSN Degree Program

EVALUATION GUIDELINES FOR STUDENT PRESENTATION

STUDENT NAME:_____FINAL SCORE: _____

STUDENT BSN #: _____

COUSRE: _____

INSTRUCTIONS: Please use the sliding scale provided to rank the items.

4 = Excellent   3 = Good   2 = Fair   1 = Poor

I.	PRESENCE/ENVIRONMENT				
	Sets up and controls the physical surroundings (room) to enhance the presentation.	4	3	2	1
II.	CONTENT				
	INTRODUCTION				
	Topic is clearly introduced.	4	3	2	1
	Objectives/purpose clearly stated.	4	3	2	1
III	BODY				
	Content is relevant to the topic.	4	3	2	1
	Topic is covered in depth.	4	3	2	1
	Integration of learned theory and concepts.	4	3	2	1

		4	3	2	1
	Logical progression of ideas.	4	3	2	1
	Facts, examples, and illustrations provided to support main issues.	4	3	2	1
	Content reflects critical analysis of topic.	4	3	2	1
	References integrated within context and relevant to topic	4	3	2	1
IV	**CONCLUSION**	4	3	2	1
	Key point summarized.	4	3	2	1
	End of speech is clear.	4	3	2	1
	Compliance with time	4	3	2	1
V	**TEACHING LEARNING STRATEGIES**				
	Creative and stimulating discussion.	4	3	2	1

Post-RN BSN Degree Programme

EVIDENCE BASED CLINICAL PRACTICUMS: PRECEPTOR - STUDENT CONTRACT

For Preceptor:

I_____, agree to be the preceptor for
        (Preceptor's name and designation)

_____for 14 weeks of Practicum.
        (Student's name)

and I_____agree to following:
            (Preceptor's name)

    To read the course syllabus and be prepared to discuss and assist the student in
    gaining further understanding of the concepts applied in the practicum setting.

    To orient the student to my clinical practice setting.

    To allow the student to participate with me in my daily work activities during the
    14 weeks of practicum.

    To respect the student as a learner.

    To clarify the student's role to colleagues and others in my clinical practice setting.

    To inform the student's Based Clinical Practicum nursing faculty of any
    concerns related to the student.

To complete the Preceptors Evaluation Form and evaluate the portfolio for the above named student, discuss it with her/him and submit the form to the student's Based Clinical Practicum course faculty.

Post-RN BSN Degree Programme

II. For Student:

I, _____ agree to _____
          (Student's name)   (Preceptor's name)

Being my preceptor for my Evidence Based Clinical Practicum Evidence Based
Clinical Practicum practicum.

and I _____ agree to following:
            (Student's name)

        To report to the preceptor every work day for 14 weeks of practicum and to work
        in the work setting under the guidance of the preceptor.

        To abide by the policies and procedures of the clinical practice setting.

        To maintain the confidentiality of all the matters discussed or observed in the
        clinical practice setting, except Evidence Based Clinical Practicum Evidence
        Based Clinical Practicum course faculty, the preceptor, and when appropriate with
        fellow students for learning.

        I will refrain from using names of clients, employees, and students
        during academic, discussion / written work.

        To complete the Preceptor Evaluation Form.

_____   _____
(Student's signature)   (Preceptor signature)

_____
        (Date)   (Date)

Post RN BSN Degree Programme

RE-ENTRY: TRANSITION TO PROFESSIONAL SETTING
PRESENTATION 30 %
(15% by preceptor & 15% by Faculty)

GUIDELINES

You have learnt different concepts during Post RN BScN program in different courses like Leadership and Management, Education and Community Nursing. Now is the time to incorporate your learning into future practice/professional life by developing your career strategic plan.

The purpose of this assignment is to facilitate your Re-entry and Re-integration into professional life. As an initial step, you will identify areas of improvement and apply one of the Change Theories by using the skills of change agent.

Using your understanding about strategic planning as a Framework you need to:

01	Express your understanding about the strategic planning.	10 Marks
02	Develop your personal philosophy that will guide your plan.	10 Marks
03	Develop the vision about your career	10 Marks
04	Formulate long term and short term goals and objectives, which are achievable, measurable and realistic	20 Marks
05	With the commencement of your re-entry, what improvements do you want to initiate at your work place (list them according to priority with action plan)?	20 Marks
06	Select one area where you want to bring about a change by utilizing (Change theory and how you will manage resistance to it as a change agent etc)	20 Marks
07	Integrate literature related to the topic	10 Marks

Post-RN BSN Degree Program

PRECEPTOR EVALUATION FORM FOR THE STUDENT
(20%)

Preceptor is requested to please complete this evaluation form for their students. It should then be discussed with the students and sent to their Evidence Based Clinical Practicum course Faculty by June 8, 2012.

Please read the statement in the left-hand column and circle the number in the right-hand column, which best reflects your view of your student role with you during the practicum.

Student: _____ Area of Experience: _____

		Always					**Never**
							(Please circle)
01	Reported to the work setting on time.	5	4	3	2	1	0
02	Dressed appropriately	5	4	3	2	1	0
03	Asked appropriate questions and discussed her/ his ideas.	5	4	3	2	1	0
04	Sought assistance when experiencing difficulty in understanding.	5	4	3	2	1	0
05	Showed ability to consider ideas or suggestions from others without being defensive.	5	4	3	2	1	0
06	Suggests strategies to implement new ideas or to solve problems.	5	4	3	2	1	0
07	Demonstrates receptivity to new ideas and other"s points of view.	5	4	3	2	1	0
08	Expresses opinions freely with confidence	5	4	3	2	1	0
09	Communicates ideas clearly	5	4	3	2	1	0
10	Demonstrates awareness of alternatives.	5	4	3	2	1	0
11	Raises challenging questions and issues	5	4	3	2	1	0
12	Demonstrates understanding of principles applied in the area of work.	5	4	3	2	1	0
13	Responds to questions clearly & succinctly	5	4	3	2	1	0
14	Displays strong motivation to be in a designated role.	5	4	3	2	1	0
15	Demonstrates skill in generalization of concepts to broader areas.	5	4	3	2	1	0
16	Shares relevant personal and professional experiences	5	4	3	2	1	0
17	Demonstrates ability to organize work.	5	4	3	2	1	0
18	Works collaboratively and interacts effectively with others	5	4	3	2	1	0
19	Demonstrate critical thinking and decision making skills	5	4	3	2	1	0
20	Positive attitude towards learning within the work setting.	5	4	3	2	1	0
21	Note strengths which had especially help the students assume the given role in clinical practice setting.						
Note	apparent limitations or problems which had constraints the student assuming the role in your clinical practice setting.						

| | Briefly comment on the student‟s overall performance. |
| | Please write your evaluation on quality of evidences submitted to you as parts of his/her learning plan and give marks out of 100. |

_____   _____
Preceptor‟s Signature   Date

This evaluation has been discussed with the students--   YES   NO

STUDENT EVALUATION FORM FOR THE PRECEPTOR

Student is to complete this form and return it to their Evidence Based Clinical Practicum course Faculty by the June 8, 2012 along with Portfolio. Please be honest and objective. Your evaluation will help to determine the appropriateness of your preceptor for future students.

Please read the statement in the left-hand column and circle the number in the right-hand column, which best reflects your view of your preceptor's role with you during the practicum.

My Preceptor **Always** **Never**
(Please circle)

01	Maintained enthusiasm throughout the practicum.	5	4	3	2	1	0
02	Motivated to learn more about Practicum placement.	5	4	3	2	1	0
03	Explained things using good examples and illustrations which were clear and concise.	5	4	3	2	1	0
04	Was receptive to my ideas and welcomed my questions.	5	4	3	2	1	0
05	Was well organized.	5	4	3	2	1	0
06	Was supportive when I was having difficulty and offered additional explanation.	5	4	3	2	1	0
07	Assisted me in acquiring a clearer understanding of her/his role.	5	4	3	2	1	0
08	Showed genuine interest in me and my practicum experience	5	4	3	2	1	0
09	Was willing to spend quality time with me.	5	4	3	2	1	0
10	Made me feel part of the work setting team.	5	4	3	2	1	0
11	How did your preceptor assist you in meeting your individual objectives? (Please list the actions she/he took to help you.)						

If I was given a choice, I would:
(Please check the response which is most appropriate)

Choose my present preceptor again
Choose my present preceptor again if she/he:

_____
_____
_____
_____
_____

Choose a new preceptor
Recommend my preceptor for other students.
Not recommend my preceptor for other students.

_____   _____
        Student's signature   Date

Post RN BSN Degree Program

Guidelines for Evidence Based Learning Portfolio (40%)

1) **Learning plan** :   **20%**
2) **Evidences of implementation of learning** :   **20%**

S. No	Criteria for Assessment	Actual Marks	Marks obtained
1	Development of learning plan	**100**	
2	**Evidences of implementation of learning plan:**	**100**	
2.1	**Critical Incidence Analysis** • Select incidence from attached form on page # 193 Evidences for Critical Incidence. • Write one entry, guidelines are given on page # 189	20	
2.2	**Translation of learning plan into action:** • Discussion of weekly summary • Evidences of activities • Evidences of utilization of resources • Evidences of strategies used • Evidences of integration of feedback	50	
2.3	**Modification of the actual plans:** • Formulate on critical incidences • Articulate learning experiences • Re-design, review, and implement the changes	20	
2.4	**Organization of portfolio:** • Title page, table of content, divided sections, professional and creative presentation	10	
	TOTAL MARKS OBTAINED		

GUILDELINES FOR CRITICAL INCIDENCE
ANALYSIS CRITICAL INCIDENCE ANALYSIS:

1. DESCRITPTION: *2 marks*

   Select one Incident from the identified Critical Incidents list that you
   encountered. This could be something that that strikes you, positive or negative
   points of view of the situation pertaining to a patient, family or health team.
   What and where it happened (time, date, location and social context)
   What actually happened (who said, how what)

2. DESCRIBE YOUR FEELINGS: *2 marks*

   What were you thinking and feeling at the time and just after the incident

3. EVAULATE YOUR DESCRIPTION: **4 marks**

   Why this incident stood out?
   What was going on?
   Were there different levels of behaviors and activities?
   Did you bring a personal bias/experience or particular mind set of the event?

4. ANALYSIS: **3 marks**

   Were you able to identify and challenge assumptions?
   Were you able to interpret this event differently from another point of view?
   Were you able to the importance of the context?

5. CONCLUSION: **7 marks**

   5.1. General conclusion
        What did you learn from this episode?
   5.2. Action plan:
        What can you do to progress a resolution of the problem, can you explore the
        other alternatives?
   5.3.   Specific conclusion:
        Identify issues impacting professional practice

6. APA style   **2 marks**

EVIDENCES FOR CRITICAL INCIDENCE:
FORM # 1

Sr. #	Brief description of incident	Week/date	Discussion with preceptor		Preceptor signature
			Yes	No	

Student Weekly Summary

Name: _____ /Signature: _____

My goals for the week are:	Strategies I will use to achieve my goals:
1. $\rightarrow$	
2. $\rightarrow$	
3. $\rightarrow$	

After completing the week…

Specific examples of how I achieved my goal this week are:
1.
2.
3.

Resources I utilize to improve the quality, accuracy and competency of the care I delivered? 1.

2.

The problems/concerns I encounter this week were :	I addressed or resolved this issue by:
1.	
2.	
3.	

Area of priority for next week is/are :Issues to discuss with Faculty are:

Preceptor Signature: _____   **Faculty Signature:** _____

Adapted from: Maricopa community school district Nurisng program

Learning Plan

(10%)

Student: _____ Evidence Based Clinical Practicum Evidence Based
Clinical Practicum practice setting: _____

Learning Objective	Course Objective #	Learning Resources and Strategies	Evidences	Criteria for Evaluation	Date
What do I want or need to learn? • Knowledge, • Skills, • Attitudes / value 20 marks	10 marks	• What or who can help me? • What I want to learn? • What will I do to learn? • What will I do to meet my objectives? 20 marks	How will I demonstrate what I have learned? 20 marks	• Who will evaluate my evidence? • Based on what criteria? 20 marks	• What is my deadline? 10 marks

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TITLE   **EN 643** English
CREDIT   **0**2
PLACEMENT   Post RN Year – II- Semester I

COURSE DESCRIPTION
This course has been designed to enhance the scholarly writing skills of nurse leaders.
In addition, it aims to develop their academic and professional language skills.

COURSE OBJECTIVES
By the end of this course, students are expected to learn to:
     Write articles of publishable quality for newspapers ,magazines or journals.
     Write abstracts for conferences / seminar presentations or academic papers.
     Develop academic posters for seminars and conferences.
     Write CVs and job applications.

TEACHING / LEARNING STRATEGIES
Individual, pair, small group activities and whole class discussions, and one-to-one student-faculty consultations.
COURSE EXPECTATIONS

Reading recommended texts / articles.

Participating actively in class and online.

Completing assignments within the stipulated time.

EVALUATION

Writing for Publication (Individual)   40 %
CV and Job application (Individual)   20 %
Poster presentation (Group)   20 %
Abstracts (Individual)   20 %
Total   100%

Description and Objectives

Unit I Writing for Publication

This unit is designed to facilitate students to write papers of publishable quality in newspapers, magazines, and journals.

By the end of this unit, students should be able to:
    Identify different genres of writing for publication.
    Understand the ethics of writing for a prospective writer.
    Evaluate the elements of good writing from published articles.
    Write an academic paper for publication.

Unit II Poster Presentation
This unit is designed to prepare students to develop posters of presentable quality.
By the end of this unit, students will be able to:
    Understand the advantages of poster presentations.
    Recognize the sections and layout of „good" posters
    Design posters that deliver their message effectively.

Unit III Abstract Writing
This unit is designed to make learners develop effective abstracts.
By the end of this unit, students are expected to be able to:
    Understand the purpose of writing abstracts for academic papers.
    Identify different parts of an abstract for a research paper.
    Write an abstract for an academic paper.

Unit IV CV and Job Application
This unit is designed to help students write effective job applications and curriculum vitae (CV).
By the end of this unit, students are expected to be able to:
    Understand genre of writing CVs and job applications.
    Identify different types of CVs.
    Write an effective CV.
    Write a job application to match their CV and a job requirement.

References
Smoke, T. (2005). *Writer's work book: A writing text with readings*. Cambridge: Cambridge University Press.

Flatley, L. (2002). *Basis business communication skills for empowering the internet generation* (9th ed.). Boston: McGraw Hill.

Beatty, R. H. (1997). *The perfect cover letter.* New York: John Wiley.

Blicq, R. S., & Moretto, L. A. (1995). *Writing reports to get results.* New York: IEEE Press.

IS 644 ISLAMIC STUDIES

Placement: Summer session
Credits: 02
Pre & Co requisites: None

Objectives:
This course is aimed at:
1 To provide Basic information about Islamic Studies
2 To enhance understanding of the students regarding Islamic Civilization
3 To improve Students skill to perform prayers and other worships
4 To enhance the skill of the students for understanding of issues related to faith and religious life.

Detail of Courses:
Introduction to Quranic Studies
    Basic Concepts of the Quran
    History of the Quran
    Uloom-ul-Quran

Study of Selected Text of the Holly Quran
    Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)
    Verses of Surah Al-Hujrat Related to Adab Al-Nabi

(Verse No-1-18)
    Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
    Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
    Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)

Study of Sellected Text of Holly Quran
    Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
    Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
    Verses of Surah Al-Saf Related to Tafakar,Tadabar (Verse No-1,14)

Seerat of Holy Prophet (SAW) I
    Life of Muhammad Bin Abdullah (Before Prophet Hood)
    Life of Holy Prophet (S.A.W) in Makkah
    Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (SAW) II
    Life of Holy Prophet (S.A.W) in Madina
    Important Events of Life Holy Prophet in Madina
    Important Lessons Derived from the life of Holy Prophet in Madina
Introduction To Sunnah
    Basic Concepts of Hadith
    History of Hadith
    Kinds of Hadith
    Uloom –ul-Hadith
    Sunnah & Hadith
    Legal Position of Sunnah

Selected Study from Text of Hadith
Introduction To Islamic Law & Jurisprudence
    Basic Concepts of Islamic Law & Jurisprudence
    History & Importance of Islamic Law & Jurisprudence
    Sources of Islamic Law & Jurisprudence
    Nature of Differences in Islamic Law
    Islam and Sectarianism

Islamic Culture & Civilization
    Basic Concepts of Islamic Culture & Civilization
    Historical Development of Islamic Culture & Civilization
    Characteristics of Islamic Culture & Civilization
    Islamic Culture & Civilization and Contemporary Issues

Islam & Science
    Basic Concepts of Islam & Science
    Contributions of Muslims in the Development of Science
    Quran & Science

Islamic Economic System
    Basic Concepts of Islamic Economic System
    Means of Distribution of wealth in Islamic Economics
    Islamic Concept of Riba
    Islamic Ways of Trade & Commerce

Political System of Islam
    Basic Concepts of Islamic Political System
    Islamic Concept of Sovereignty
    Basic Institutions of Govt. in Islam

Islamic History
1) Period of Khlaft-E-Rashida

Period of Ummayyads
Period of Abbasids

Social System of Islam
Basic Concepts of Social System of Islam
Elements of Family
Ethical Values of Islam

Reference Books:
Hameed ullah Muhammad, "Emergence of Islam" , IRI,

Islamabad
Hameed ullah Muhammad, "Muslim Conduct of State"
Hameed ullah Muhammad, „Introduction to Islam
Mulana Muhammad Yousaf Islahi,"

Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication
Islamabad, Pakistan.
Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research

Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes"
Islamic Book Service (1982)
H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications
New Delhi (1989)
Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open
University, Islamabad (2001)

For Non Muslims

Title: **Ethics**

Credits: 2.0
Placement: Summer Semester
Pre & Co requisites: None

Course Description

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

Objectives:

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

- Assess their own ethical and social values and context of problems
- Explore the historical development of ethics and morality

- Explain the moral and ethical theories found in literature
- Demonstrate knowledge of ethical values in non-classroom activities, such as service learning, internships, and field work
- Describe the terminologies and meaning related to ethics.
- Explain the relationship of ethics with religion, science and Law
- Appreciate the role of ethics in maintain professionalism
- Relate the principles of ethics in daily practice
- Practice and promote socialization among members of different faiths (religion)

Teaching / Learning strategies

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

Course Expectations:

Students are expected to:
- prepare for class and online participation
- share, exchange and critique ideas and information
- complete assignments on the identified date and time.
- meet evaluation criteria of the course

Students' Assessment Criteria:

S. No	Description	Wieghtage
2	Debate	10%
3	Presentation on personality	10%

Recommended Books:

1.William Lille. *An Introduction to Ethics., London Methuen & Co. latest edition.*

2.Titus, H.H. *Ethics for Today. New York: American Book, latest edition.*

3.Hill, Thomas. *Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition*

4. Ameer Ali, S. *The Ethics of Islam. Culcutta: Noor Library Publishers, latest edition*

5. Donaldson, D.M. *Studies in Muslim Ethics. London: latest edition.*

6. Sayeed, S.M.A.(Tr.) *Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University of Karachi*

Course Schedule

S. NO	Date	Topic	Mode	Facilitator
Unit 1		• Introduction of Ethics • Course Grid discussion • Basic terminologies	2hrs	
Unit 2		• Introduction to religious ethics • Relationship between ethics and religion • Importance of moral and religious values in ethics	2hrs	
Unit 3		• Sociological, Philosophical and Psychological understanding of religion • Impact of society on religion	2hrs	
Unit 4		• Concept of transcendental unity of religion • Scientific approaches towards religion	2hrs	
Unit 5		• Teachings of different religion • Basic belief system, history of different religion • Place of worships ✓ Islam ✓ Christianity	2hrs	
Unit 6		✓ Hinduism ✓ Sikhism ✓ Zoroastrianism	2hrs	
Unit 7		**Debate on common ethical issues**	2hrs	
		• Ethical Principles	2hrs	
Unit 8		Ethical Values (Social Justice, equality of human beings and safeguarding the society and its institution)	2hrs	
Unit 9		Ethical Theories	2hrs	
Unit 10		Ethical Theories	2hrs	
Unit 11		**Presentation on Social Personalities:** ✓ Nelson Mandela ✓ Mother Teresa ✓ Abdul Sattar Edhi ✓ Bhagat Kanwer ✓ Ruth Pfau ✓ Nusswanjee Metha	4hrs	
Unit 12		Workplace Ethics	2 hr	
Unit 13		Medical Ethics	2 hr	
Unit 14		Review	4 hrs	
		Final Exam		

Debate Scoring Sheet

Debate Topic: _____

Date: _____   Pro or Cons (circle one)

Team Member Names:

(1) _____

(2) _____

(3) _____

CLASSROOM DEBATE RUBRIC

Criteria	Levels of Performance			
	1	2	3	4
1. Organization and Clarity: Viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Mostly clear and orderly in all parts	Completely clear and orderly presentation
2. Use of Arguments: Reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Many reasons given: fairly relevant	Most relevant reasons given in support
3. Use of Examples and Facts: examples and facts are given to support reasons, with references	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: fairly relevant	Most relevant supporting examples and facts given
4. Use of Rebuttal: arguments made by the other teams are responded to and dealt with effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
5. Presentation Style: tone of voice, use of gestures, and level of enthusiasm are convincing to audience.	Few style features were used; not convincingly	Few style features were used but they were used convincingly	All style features were used, most convincingly	All style features were used convincingly

Total: _____   **Score = Total x 5 =** _____

Oral Presentation Rubric

Name: _____   **Teacher**: _____

Date:_____   **Class**:_____

Description:

	SUPERIOR	**ADEQUATE**	**MINIMAL**	**INADEQUATE**
Content	The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence. The speaker adapts the content in a specific way to the listener and situation.	The speaker focuses primarily on relevant content. The speaker sticks to the topic. The speaker adapts the content in a general way to the listener and the situation.	The speaker includes some irrelevant content. The speaker wanders off the topic. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language).	The speaker says practically nothing. The speaker focuses primarily on irrelevant content. The speaker appears to ignore the listener and the situation.
Delivery	The speaker delivers the message in a confident, poised, enthusiastic fashion. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."	The volume is not too low or too loud and the rate is not too fast or too slow. The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as "ahs," "uhms," or "you knows.	The volume is too low or too loud and the rate is too fast or too slow. The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as "ahs," "uhms," or "you knows." The listener is distracted by problems in the delivery of the message and has difficulty understanding	The volume is so low and the rate is so fast that you cannot understand most of the message. The pronunciation and enunciation are very unclear. The speaker appears uninterested.

			the words in the message.	
Organization	The message is overtly organized. The speaker helps the listener understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing.	The message is organized. The listener has no difficulty understanding the sequence and relationships among the ideas in the message. The ideas in the message can outlined easily.	The organization of the message is mixed up and random. The listener must make some assumptions about the sequence and relationship of ideas.	The message is so disorganized you cannot understand most of the message.
Creativity	Very original presentation of material; captures the audience's attention.	Some originality apparent; good variety and blending of materials / media.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety; insufficient use of materials / media.
Length of Presentation	Within two minutes of allotted time.	Within four minutes of allotted time.	Within six minutes of allotted time.	Too long or too short; ten or more minutes above or below the allotted time.

618 HU Pakistan Studies (Compulsory)

Placement: Summer Session
Credits: 02

Introduction/Objectives:
- Develop vision of historical perspectives, government, politics, contemporary Pakistan, ideological background of Pakistan arising in the modern age and
- Study the process of governance, development, issues posing challenges to Pakistan.

Course Outline:
1. Historical Perspective
a. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
b. Factors leading to Muslim separatism
c. People and Land

i. Indus Civilization

   Muslim advent

   Location and geo-physical features.

Government and Politics in Pakistan

Political and constitutional phases:

a. 1947-58

b. 1958-71

c. 1971-77

d. 1977-88

e. 1988-99

f. 1999 onward

Contemporary Pakistan

a. Economic institutions and issues

b. Society and social structure

   Ethnicity

   Foreign policy of Pakistan and challenges

   Futuristic outlook of Pakistan

Recommended Books:

Burki, Shahid Javed. *State & Society in Pakistan,* The Macmillan Press Ltd 1980.

Akbar, S. Zaidi. *Issue in Pakistan‟s Economy.* Karachi: Oxford University Press, 2000.

S. M. Burke and Lawrence Ziring. Pakistan‟s Foreign policy: An Historical analysis. Karachi: Oxford University Press, 1993.

Mehmood, Safdar. *Pakistan Political Roots & Development.* Lahore, 1994.

Wilcox, Wayne.*The Emergence of Banglades.,* Washington: American Enterprise, Institute of Public Policy Research, 1972.

Mehmood, Safdar. *Pakistan Kayyun Toota,* Lahore: Idara-e-Saqafat-e-Islamia, Club Road, nd.

Amin, Tahir. *Ethno - National Movement in Pakistan,* Islamabad: Institute of Policy Studies, Islamabad.

Ziring, Lawrence. *Enigma of Political Development.* Kent England: WmDawson & sons Ltd, 1980.

Zahid, Ansar. *History & Culture of Sindh.* Karachi: Royal Book Company, 1980.

Afzal, M Rafique. *Political Parties in Pakistan,* Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998.

Sayeed, Khalid Bin. *The Political System of Pakistan.* Boston: Houghton Mifflin, 1967.

Aziz, KK *Party, Politics in Pakistan,* Islamabad: National Commission on Historical and Cultural Research, 1976.

Muhammad Waseem, Pakistan Under Martial Law, Lahore: Vanguard, 1987.

Haq, Noor ul. *Making of Pakistan: The Military Perspective.* Islamabad: National Commission on Historical and Cultural Research, 1993.