

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
স্বাস্থ্য ও পরিবার কল্যাণ মন্ত্রণালয়
স্বাস্থ্য শিক্ষা ও পরিবার কল্যাণ বিভাগ
নার্সিং শিক্ষা শাখা
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তারিখ: ২৩ পৌষ ১৪৩১
০৭ জানুয়ারি ২০২৫

বিষয়: ০৪ (চার) বছর মেয়াদি বিএসসি ইন নার্সিং কারিকুলামের চূড়ান্ত খসড়া অনুমোদন

সূত্র: বিএনএমসি হতে প্রাপ্ত পত্রের স্মারক নং-বিএনএমসি (প্রশা-৬)/২০২৪.৫৩৭, তারিখ: ১১ জুন, ২০২৪ খ্রি.

উপর্যুক্ত বিষয় ও সূত্রোক্ত স্মারকের পরিপ্রেক্ষিতে জানানো যাচ্ছে যে, ০৪ (চার) বছর মেয়াদি 'বিএসসি ইন নার্সিং কারিকুলাম-২০২৪'-এর খসড়ার চূড়ান্ত অনুমোদন করা হয়েছে। অনুমোদিত কারিকুলাম-২০২৪-এর পরবর্তী প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য নির্দেশক্রমে অনুরোধ করা হলো।

সংযুক্তি: বর্ণনামতে ১৫৯ (একশত উনযাট) পৃষ্ঠা।

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অনুলিপি সদয় অবগতির জন্য:

- ১। মহাপরিচালক, স্বাস্থ্য শিক্ষা অধিদপ্তর, ঢাকা
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- ৩। মাননীয় উপদেষ্টার একান্ত সচিব, স্বাস্থ্য ও পরিবার কল্যাণ মন্ত্রণালয় (উপদেষ্টার সদয় অবগতির জন্য)
- ৪। মাননীয় বিশেষ সহকারীর একান্ত সচিব, স্বাস্থ্য ও পরিবার কল্যাণ মন্ত্রণালয় (বিশেষ সহকারীর সদয় অবগতির জন্য)
- ৫। সচিবের একান্ত সচিব, স্বাস্থ্য শিক্ষা ও পরিবার কল্যাণ বিভাগ (সচিব মহোদয়ের সদয় অবগতির জন্য)
- ৬। যুগ্মসচিব (চিকিৎসা শিক্ষা অনুবিভাগ)-এর ব্যক্তিগত কর্মকর্তা, স্বাস্থ্য শিক্ষা ও পরিবার কল্যাণ বিভাগ
- ৭। যুগ্মসচিব (নার্সিং শিক্ষা অধিশাখা)-এর ব্যক্তিগত কর্মকর্তা, স্বাস্থ্য শিক্ষা ও পরিবার কল্যাণ বিভাগ

(শাহ্ নুসরাত জাহান)
সিনিয়র সহকারী সচিব

**Curriculum and Syllabus
on
Bachelor of Science in Nursing-2024**



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Bachelor of Science in Nursing (BSN)

1. Vision: The vision is to prepare competent nurses to provide quality care to the individuals, families, and communities nationally and globally.

2. Mission:

- ☐ To prepare competent nurses to work with dedication, devotion, compassion and kindness with the view to promoting universal health and nursing education nationally and globally.
- ☐ To develop excellence in nursing practice by providing high quality educational courses which are evidence based and encourage innovations to improve nursing care at primary, secondary and tertiary levels within the country.
- ☐ To prepare professional competent nurses to deal with ethical and professional issues, having communication and decision-making skills and attitudes, and capable of providing leadership for future progression as a change agent.
- ☐ To prepare for conducting research to improve patient related nursing care and nursing education.

3. Philosophy:

The Bangladesh Nursing and Midwifery Council (BNMC) and its members hold the following beliefs about person, environment, health, nursing, midwifery, and nursing education.

Person is a unique being, holistic in nature with interactive bio-physical, psychosocial, and spiritual dimensions. A person has the ability for self-care actions required for promoting health, preventing diseases and illnesses, overcoming illness/restoring and maintaining health.

Environment consists of biophysical and socio-cultural elements that impact people's health. Each person lives within, and interacts with, an ever-changing environment, including the health-care environment. The environment can be altered to positively affect a person's health by changing or removing unhealthy stressors and providing health-promoting resources.

Health is a state of complete physical, mental, social and spiritual well-

being, and not merely the absence of disease or infirmity. Health-illness continuum indicates a continuum stage between health and illness across life span. Health is viewed as a dynamic state of wholeness or integrity achieved by continual adjusting one's self for optimal functioning. Illness is viewed as a dynamic state of loss of wholeness, dysfunction, or disorganization. While healing is the process through which illness is overcome and wellness reestablished; and is achieved by goal oriented or deliberated actions.

Nursing assists clients (individuals, families and communities-aggregates of people within communities) to attain physical, mental, social and spiritual wellbeing. Nursing involves a dynamic interaction between client and nurse aimed to promote, maintain, and restore optimal health in collaboration with other health team members. It also encourages involvement of clients and significant others in the care for self-reliance and in modifying their health behaviors. Nurses use the nursing process in determining clients' needs or problems in responses to actual or potential health problems, planning for nursing interventions, intervening, and evaluating responses. Nurses deliver community-oriented nursing care, taking into account clients' community context. Critical thinking is the basis for nurses to apply nursing knowledge and to follow ethical and legal framework in their practice.

Midwifery is care of the girl-child, the adolescent and the adult woman prior to during and following pregnancy. It aims to promote, maintain, and restore optimal health and views pregnancy as a normal life event. Midwives give necessary supervision, care and advice for women during pregnancy, labour and the postpartum period. The midwife conducts deliveries on her own responsibility and cares for the newborn infant. She detects abnormal conditions in the mother and baby, procures medical assistance as necessary; and the execution of emergency measures in the absence of medical help. The midwife works in collaboration with other health care team members and/or community-based health workers in promoting the health of women and childbearing families.

Nursing education is a dynamic, continuous learning process of acquiring nursing and midwifery knowledge and skills that bring about changes of student behaviors. Nursing education acquires active and life-

long learning and new learning builds on previous knowledge and experience. Learning in nursing education is best achieved when the student is motivated and ready to learn, where the student's dignity is respected; teaching strategies and learning experiences are carefully selected to facilitate critical thinking; and professional or clinical role modeling is offered.

4. Goal:

Student who completes the Bachelor of Science in Nursing will be a competent nurse midwife who can demonstrate the competency of using knowledge-based practice for provision of quality holistic client-centered nursing care to meet needs/expectations and to promote, maintain, and restore health of individuals, families, and communities in common, simple, and complex health problems/situations at home and abroad.

5. Objectives:

The objectives of the Bachelor of Science in Nursing course is to develop registered nurse midwife who will be able to:

1) Demonstrate to have knowledge in: Basic sciences, applied sciences, and human sciences;

1.1 Nursing science focusing on nursing process, holistic nursing, community-oriented nursing, and in-depth knowledge requiring for making clinical nursing judgment in common, simple, and complex health problems/situations of nursing clients across the life-span and across health-illness continuum.

1.2 Nursing leadership and management.

1.3 National health care policy.

1.4 Emerging local and global health issues.

1.5 Research and evidence-based nursing.

1.6 Self-inquiry, computer, and information technology.

2) Demonstrate skills in:

2.1 Using nursing process with in-depth knowledge-based clinical skills and critical thinking skills in caring for clients with common, simple, and complex health problems/situations across the life-span and across health-illness continuum in order to promote, maintain, and restore health.

- 2.2 Providing client-centered and holistic care with caring behaviors.
 - 2.3 Carrying out knowledge-based and community-oriented nursing practice with positive attitudes, ethical behaviors and accountability in accordance with the BNMC rules and regulations and professional standards.
 - 2.4 Communicating effectively with nursing clients, nursing members, physicians, and other health care providers.
 - 2.5 Working collaboratively in a health care team and as a member or a novice leader of the nursing care team.
 - 2.6 Leading and managing as a novice in-charge nurse.
 - 2.7 Guiding and fostering good clinical environment to nursing students and other support staff who work under nursing supervision.
 - 2.8 Thinking critically and committing to self-directed learning;
 - 2.9 Carrying out simple nursing research project.
 - 2.10 Carrying out evidence-based nursing practice using self-inquiry skills, computer and information technology skills
- 3) Appreciate oneself as a nurse, and have positive attitudes towards clients, society and professional nursing and self-directed lifelong learning.

6. Expected Outcomes:

This Bachelor of Science in Nursing course is designed to offer a sequence of learning experiences, from simple to complex.

The curriculum framework incorporates Nursing Core

Competencies. Essential competencies required for quality nursing care is integrated throughout the curriculum. These include competencies in caring for people in all types of healthcare facilities at home and abroad with high standards of knowledge, skills, abilities, and attitudes. The core competencies of Bachelor of Science in Nursing graduates are:

Patient centered care: Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.

Professionalism: Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.

System-based practice: Demonstrate awareness and responsiveness to

the context of healthcare system and ability to manage resources essential to provide optimal quality of care.

Health informatics and Technology: Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.

Communication: Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.

Teamwork and Collaboration: Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.

Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Quality improvement: Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.

Evidence based practice: Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

7. Information about the Course

Name of the course: Bachelor of Science in Nursing

Medium of Instruction: English

Duration of the course: Four (04) years with 06 (six) months mandatory internship.

Qualifications to entrance in the course:

- a. The applicants must have passed HSC/A-level/ Equivalent examination from science group having Biology as a compulsory or optional subject.
- b. Applicants have to secure required grade point in the SSC/O-level/ Equivalent and HSC/A-level/ Equivalent examinations according to the decision of the admission committee.
- c. The applicants should apply within 2 (two) years after passing HSC/A-

level/ Equivalent examination.

Students' Selection Procedure:

- a. Admission test will be conducted according to admission policy as per the Act of BNMC-2016.
- b. Students will be selected on the merit basis. Merit score will be determined from cumulative result of GPA in SSC/O-level/Equivalent & HSC/A-level/Equivalent examinations and admission test which will be decided by admission committee.
- c. Successful candidates must submit their medical fitness certificate before admission.

Student Registration: After admission student should complete their BSN student registration as per BNMC Act (Act No. 48 of 2016) Clause-5 (TA) and rules, regulations of concerned university. The validity of the student registration will be of 8 (eight) years.

8. Course design:

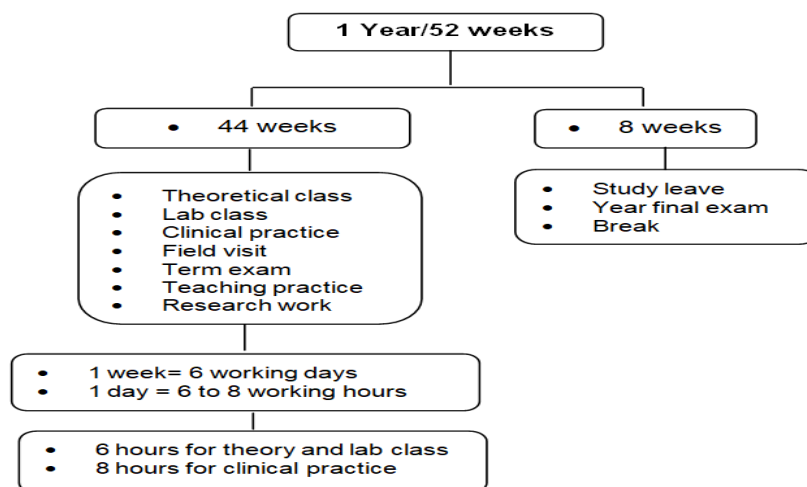
The curriculum is dynamic with provision for incorporating emerging health problems and changing health policies as well as latest advancement in health sciences. In this curriculum the subjects are sequenced from year one to year four, from simple to complex, with an attempt to increase students' competencies over the time. The curriculum is designed for BNMC recognized institutions and incorporates as (1) Four General Subjects, (2) Five Foundational Subjects, and (3) Sixteen Professional Subjects.

1. General subjects	1. Communicative English 2. Nursing Informatics 3. Behavioral Science and Nursing Humanities 4. Advanced Communicative English
2. Foundational subjects	1. Anatomy 2. Physiology 3. Microbiology and Pathology 4. Pharmacology 5. Nutrition and Biochemistry

3. Professional subjects	<ol style="list-style-type: none"> 1. Fundamentals of Nursing –I 2. Fundamentals of Nursing –II 3. Pediatric Nursing 4. Medical and Surgical Nursing-I 5. Medical and Surgical Nursing-II 6. Geriatric Nursing 7. Traumatology and Orthopedic Nursing 8. Community Health Nursing and Epidemiology 9. Mental Health and Psychiatric Nursing 10. Emergency and Critical Care Nursing 11. Laws, Ethics and Forensic Nursing 12. Midwifery 13. Obstetrical and Gynecological Nursing 14. Nursing Administration and Management 15. Nursing Education 16. Research and Biostatistics
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9. Course curriculum structure:

Bachelor of Science in Nursing comprises of 4 academic years. Structure of each academic year is as follows:



10. Year wise subjects:

Year	Name of the subjects
First year	1. Communicative English 2. Nursing Informatics 3. Behavioral Science and Nursing Humanities 4. Anatomy 5. Physiology 6. Microbiology and Pathology 7. Fundamentals of Nursing –I
Second year	1. Fundamentals of Nursing –II 2. Pediatric Nursing 3. Medical and Surgical Nursing-I 4. Pharmacology 5. Traumatology and Orthopedic Nursing 6. Nutrition and Biochemistry 7. Laws, Ethics and Forensic Nursing
Third year	1. Geriatric Nursing 2. Mental Health and Psychiatric Nursing 3. Emergency and Critical Care Nursing 4. Medical and Surgical Nursing – II 5. Community Health Nursing and Epidemiology
Fourth year	1. Midwifery 2. Obstetrical and Gynecological Nursing 3. Nursing Administration and Management 4. Nursing Education 5. Research and Biostatistics 6. Advanced Communicative English

11. Hour System:

Theory and Lab	1day x 6 hours = 6 hours
Clinical practice	1 day x 8 hours = 8 hours Morning: 8am - 2pm; Evening: 2pm - 8pm; Night: 8pm - 8am

12. Credit system:

Credit	Hours
One Theory Credit	16 Lecture hours
One Lab Credit	16 x 2 = 32 hours
One Clinical Practice Credit	16 x 3 = 48 hours

13. Year wise hours and credits:

Areas	First year	Second year	Third year	Fourth year	Total hours	Total Credits
Theory	624	432	396	360	1812	113.25
Lab	348	108	108	144	708	22.12
Clinical Practice	384	960	1008	1056	3408	71.00
Yearly Hours	1356	1500	1512	1560	5928	
Credit	57.88	50.37	49.12	49		206

Internship Credits 24 (The internship credit will be required to be eligible in appearing BNMC licensing examination. However, this credit will not be included in 4 years' academic course.)

First year				
	Weeks	Days	Hours	Credits
Theory	17.33	104	624	39
Lab	9.67	58	348	10.88
Clinical Practice and Field Visit (CP and FV)	08	48	384	8.0
Total	35	210	1356	57.88

Second year				
	Weeks	Days	Hours	Credits
Theory	12.22	73.33	432	27
Lab	3	18	108	3.37
Clinical Practice and Field Visit (CP and FV)	20	120	960	20
Total	35.22	211.33	1500	50.37

Third year				
	Weeks	Days	Hours	Credits
Theory	11	66	396	24.75
Lab	3	18	108	3.37
Clinical Practice and Field Visit (CP and FV)	21	126	1008	21
Total	35	210	1512	49.12

Fourth year				
	Weeks	Days	Hours	Credits
Theory	10	60	360	22.5
Lab	4	24	144	4.5
Clinical Practice (CP) Teaching Practice (TP) Research Project (RP)	22	132	1056	22
Total	36	216	1560	49

14. Year wise subjects' credits and hours:

No	First year subjects	Theory		Lab		Clinical Practice		Total Cr	Total Hrs.
		Cr	Hrs.	Cr	Hrs.	Cr	Hrs.		
1	Communicative English	2.5	40	1.5	48	0	0	4	88
2	Nursing Informatics	3	48	1.5	48	0	0	4.5	96
3	Behavioral Science and Nursing Humanities	5	80	0	0	1	48	6	128
4	Anatomy	6	96	1.5	48	0	0	7.5	144
5	Physiology	6	96	1.5	48	0	0	7.5	144
6	Microbiology and Pathology	5	80	.75	24	0	0	5.75	104
7	Fundamentals of Nursing-I	11.5	184	4.13	132	7	336	22.63	652
Grand total		39	624	10.88	348	8	384	7.88	1356

No	Second year subjects	Theory		Lab		Clinical Practice		Total Cr	Total Hrs.
		Cr	Hrs.	Cr	Hrs.	Cr	Hrs.		
1.	Fundamentals of Nursing - II	6	96	1.1 3	36	4	192	11.1 3	324
2.	Pediatric Nursing	4	64	.37	12	4	192	8.37	268
3.	Medical and Surgical Nursing - I	5	80	.75	24	6	288	11.7 5	392
4.	Pharmacology	2.5	40	.37	12	0	0	2.87	52
5.	Traumatology and Orthopedic Nursing	5	80	.37	12	4	192	9.37	284
6.	Nutrition and Biochemistry	2.5	40	.38	12	1	48	3.88	100
7.	Laws, Ethics and Forensic Nursing	2	32	0	0	1	48	3	80
Grand total		27	432	3.3 7	108	20	960	50.3 7	1500

No	Third year subjects	Theory		Lab		Clinical Practice		Total Cr	Total Hrs.
		Cr	Hrs.	Cr	Hrs.	Cr	Hrs.		
1.	Geriatric Nursing	3	48	.37	12	2	96	5.37	156
2.	Mental Health and Psychiatric Nursing	4	64	0	0	4	192	8	256
3.	Emergency and Critical Care Nursing	4	64	1.25	40	5	240	10.25	344
4.	Medical and Surgical Nursing-II	6.75	108	1.7 5	56	6	288	14.5	452
5.	Community Health Nursing and	7	112	0	0	4	192	11	304

	Epidemiology								
Grand total	24.7	396	3.3	108	21	100	49.12	151	
	5		7			8		2	

No	Fourth year subjects	Theory		Lab		Clinical Practice		Total Cr	Total Hrs.
		Cr	Hrs.	Cr	Hrs.	Cr	Hrs.		
1.	Midwifery	5.5	88	1.5	48	7	336	14	472
2.	Obstetrical and Gynecological Nursing	4	64	.75	24	7	336	11.75	424
3.	Nursing Administration and Management	3	48	0	0	3	144	6	192
4.	Nursing Education	3.5	56	.38	12	3	144	6.88	212
5.	Research and Biostatistics	3.5	56	.37	12	2	96	5.87	164
6.	Advanced Communicative English	3	48	1.5	48	0	0	4.5	96
Grand total		22.5	360	4.5	144	22	1056	49	1560

15. Allocation of time for exam, study leave, breaks and review class:

Items	Weeks	Days	Hours
Year Final Examination 4 years	4x4=16	402	402 x 6 = 2412
Study leaves 4 years	2 x 4 =8		
Break 4 years	23		
Midterm Exam 4 years	2x4=8		
Review class 4 years	3x 4 =12		
Total	67	402	2412

16. Teaching- Learning Methods

- Teaching system

Nursing and Midwifery educational institutions may have their own preference for conducting the teaching sessions. Teaching (theory and practice) sessions may be arranged either in block or study day system. The guest lecturers may be used for teaching of some part of the curriculum subjects for the benefit of students. There should be a provision of student counseling & tutorial classes to resolve the academic and personal problems related to study.

- Students' practical placement

Rotation plan for clinical and field practice of the students will be initially planned by the concerned institutions and teacher, which will be finalized through a discussion with placement hospital nursing authority/director.

- Methods of teaching: Teaching strategies and learning experiences used throughout the course are those appropriate for adult learners. Teaching-learning strategy is the provision of theoretical information followed by opportunities to apply the knowledge in a real or simulated situation.

a) Interactive teaching-learning methods such as -

- Lecture
- Brain storming
- Demonstration
- Group discussion
- Role-play
- Case study
- Simulation
- Group work
- Field trip
- Problem-Based Learning

b) Practical session

- Use of checklist
- Writing the notebook
- Demonstration
- Maintenance of logbook
- Maintenance of conduction book

c) Clinical teaching areas: Indoor patient departments, outpatient departments, emergency department, ambulatory care unit, operation theater, post-operative department, Intensive Care unit, Coronary Care Unit, High Dependency Unit and other related departments.

d) Field placement (Community based education): In small groups for performing activities by the students themselves with the supervision of the assigned faculties.

17. Teaching Materials

- Laptop/desktop
- Smart/ Electronic board
- Multimedia projector
- White board & Marker
- Related equipment/instruments/books/simulators/electronic devices etc.

- Charts, models, skeleton, bones, torso, microscope.

18. Eligibility for Appearing in the year Final Examination

- a. At least $\geq 85\%$ attendance in all theory and lab classes
- b. 100% attendance in hospital and community clinical practice.
- c. Obtaining at least 60% marks in written and practical formative assessment separately.
- d. Must be passed in the term examinations.

19. Evaluation methods

The total allocated marks for each subject is divided into formative including theoretical and practical, written, oral and/practical.

- a) Formative assessment will be done throughout the course and may include a combination of class attendance, term examination, class test or quizzes and in subject assignment such as preparation of written assignment, preparation of posters, booklet, interpretation of laboratory reports, practical notebook, case study, nursing care plan, oral presentation, report writing and so on. Students who fail to meet the clinical and field practice requirements of any subjects for valid reason (sick, emergency leave etc.) need to submit necessary documents/medical certificate and must make up these requirements under the guidance of the concerned authority.
- b) Summative assessment usually includes written, oral and practical examination. However, there are some variations such as some subjects only assessed through written examination and some subjects will have written and oral and some have written oral and practical and Research project through submission of study report and oral presentation.
Major emphasis will be given in the gaining of clinical and practical skills of professional subjects.

20. Examination System

- 1) Each academic year is divided in to two terms of 26- week of duration.
- 2) A mid-term examination will be conducted by the individual colleges within June of each year and result will be declared and recorded.
- 3) Regular final examination will be held twice in each academic year in December and June under the concerned university. Each examination will be considered as regular.

- 4) To sit in each year final examination, students must pass individual assessment areas of each subject and also pass all subjects of midterm examination. Individual assessment area includes written and/or oral and/or practical/clinical practice/field visit of that specific subject.
- 5) Student who fails (obtains less than 60%) in any part of the subject(s), she/he will appear in the next final exam.
- 6) Students' those will be failed in any subject will get chance again to sit for examination. For example, if a student fails in Anatomy, has to sit only Anatomy subject examination.
- 7) Student will get three chances to sit in the first year regular and final examination for passing. She/he may attend second year classes but will not be allowed to appear in the second year final examination until she/he passes all subjects of first year. The same rule is applicable for second, third and fourth year.
- 8) Students who failed to pass within the three examinations subsequently will have chance to sit in the fourth time examination. In this case, student will be required special permission from the Dean, Faculty of Medicine/Nursing provided the student would have to drop one-year final examination. In case of failure in the fourth time examination and to sit for fifth time examination, student might take permission from the Vice Chancellor of the respective university. However, it should be happened once in the 4 years academic course.
- 9) All assessment will be conducted according to set criteria. If any query arises, the examination committee of the concerned university will resolve that.
- 10) Examination committee to be formed before each year final exam to conduct examination.
- 11) All examinations will be governed by the existing rules of the university.
- 12) Year final examination will be taken at the end of each academic year and re-examinee candidate will appear in the next exam.

21. Pass Mark: 60% marks must be obtained in formative, written, oral and practical examinations separately.

22. Pattern of Questions and Marks Distribution

Patterns of Questions

- a. Objective type questions include Multiple Choice Question (MCQ), True/

False and Single Best Answer (SBA).

- b. Multiple Choice Questions, True-False type, the ratio of true and false in alternatives will be 3:2 or 2:3.
- c. Objective type examination will be taken in the beginning of the written examination.
- d. Subjective type questions consist of Short Answer Question (SAQ), Structured Essay Question (SEQ) and Essay Question (EQ). Marks will be varying on allocated marks of the subjects.
- e. The fraction mark 0.5 or over will be considered as 1 and below 0.5 will not be counted (it is applicable during sum-up the total subject exam marks and assignment marks)

For 90 marks of written examination, the marks distribution will be as follows:

Objective questions:

- Multiple Choice Questions (MCQ)-True/False (T/F) = 10 marks
- Single Best Answer (SBA) Questions = 10 marks

Subjective questions:

- Short Answer Questions (SAQ)=30 marks
- Structured Essay Questions (SEQ)=20 marks
- Essay questions (EQ)=20 marks
- Group A = 35 marks: SAQ (3x5=15) +SEQ (1x10=10) +EQ (1x10=10).
- Group B = 35 marks: SAQ (3x5=15) +SEQ (1x10=10) +EQ (1x10=10).

*Each group will have 4 SAQ, 2 SEQ and 2 EQ. Student will answer 3 SAQ out of 4, and 1 SEQ out of 2, and 1 EQ out of 2.

Student will use separate answer scripts for each group.

For 60 marks of written examination, the marks distribution will be as

follows:

Objective questions:

- Multiple Choice Questions (MCQ)-True/False(T/F) =10 marks
- Single Best Answer (SBA)=10 marks

Subjective questions:

- Short Answer Questions (SAQ)=20 marks
- Structured Essay Questions (SEQ)= 20 marks
- Group A = 20 marks: SAQ (2x5=10) +SEQ (1x10=10).
- Group B = 20 marks: SAQ (2x5=10) +SEQ (1x10=10).

*Each group will have 3 SAQ; 2 SEQ. Student will answer 2 SAQ out of 3 and 1SEQ out of 2 in each group.

Student will use separate answer scripts for each group.

Marks of Practical examination in each subject will be as follows:

The Structured Oral Examination (SOE) and/or Practical examination will be taken after final written examination.

a. For 25 marks of SOE, the distribution will be as follows:

- 10 questions will be picked up from 5 boxes. Each question will carry 2.5 marks. Therefore, SOE: $10 \times 2.5 = 25$ marks

b. For 30 marks of SOE, the distribution will be as follows:

- 10 questions will be picked up from 5 boxes. Each question will carry 3 marks. Therefore, SOE: $10 \times 3 = 30$ marks

c. For 40 marks of SOE, the distribution will be as follows:

- 10 questions will be picked up from 5 boxes. Each question will carry 4 marks. Therefore, SOE: $10 \times 4 = 40$ marks

d. For 45 marks of SOE, the distribution will be as follows:

- 9 questions will be picked up from 5 boxes. 8 questions will be picked up from 4 boxes and other question will be picked up from last box. Each question will carry 5 marks.

Therefore, SOE : $(8 \times 5) + (1 \times 5) = 45$ marks

- The Structured Oral and Practical examination will be conducted together and marks will be given separately the aggregated.
- Structured Oral examination will be assessed by Internal and External

assessors by using Structured Questions.

- For English Subject, speaking and listening skills will be assessed by oral examination and listening test.
- All Practical Examination must include OSPE (Objective Structured Practical Examination), and practical note book/ laboratory notebook/lesson plan preparation/teaching session/reflective notebook.
- 20 marks OSPE examination will be distributed in 5 spotting stations and each station will be allocated 4 marks.
- For practical 50 marks will be allocated which comprises of procedure and/or question stations of OSPE and/or reflective diary according to subject requirement.
- Pass mark: 60% marks must be obtained in formative, written, oral, practical and clinical examination of each subject & in individual area.
- If a student fails in any subject, she/he will appear exam for that subject.
- Practical competencies of students will be assessed by using subject based check list to evaluate the performance.
- Students could not be filled up the form of final examination without passing the midterm examination.

Patterns of Mark distribution

1) Written formative: 10 marks:

- Class attendance= 2 ($\geq 85\%$)
- Mid-term examinations= 4 (60%-69% = 2, 70%-79% =3, $\geq 80\%$ =4)
- In-subject assignment= 4

*The eligible criteria for appearing final exam are 6 out of 10.

2) Practical formative: 10 marks:

- Practical attendance= 2 (100%)
- Field visit/clinical assignment report = 4
- Case studies & presentation= 4

*The eligible criteria for appearing final exam are 6 out of 10

2.1) Practical formative: 5 marks:

- Practical attendance= 1 (100%)
- Field visit/clinical assignment report = 2
- Case studies & presentation= 2

*The eligible criteria for appearing final exam are 3 out of 5.

23. Duration of Examination hours:

90 marks:

- MCQ+SBA=20 minutes
- SAQ +SEQ +EQ=2 hours 40 minutes

60 marks:

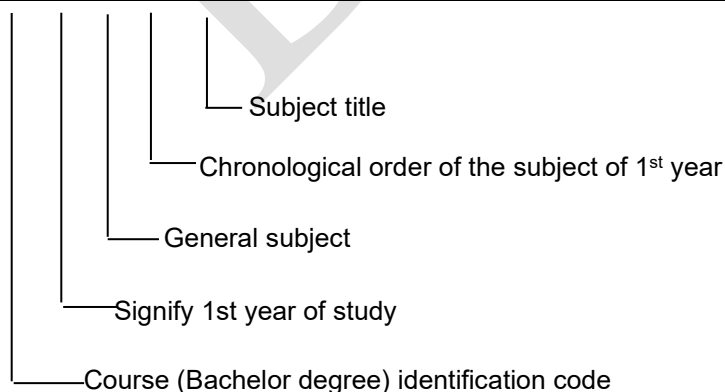
- MCQ+SBA=20 minutes
- SAQ + SEQ = 2 hours 10 minutes

24. Subject code: It means designation and numbering system of a subject. Each subject is designated by a letter B which stands for Bachelor of Science in Nursing degree followed by a three-digit number with the following criteria:

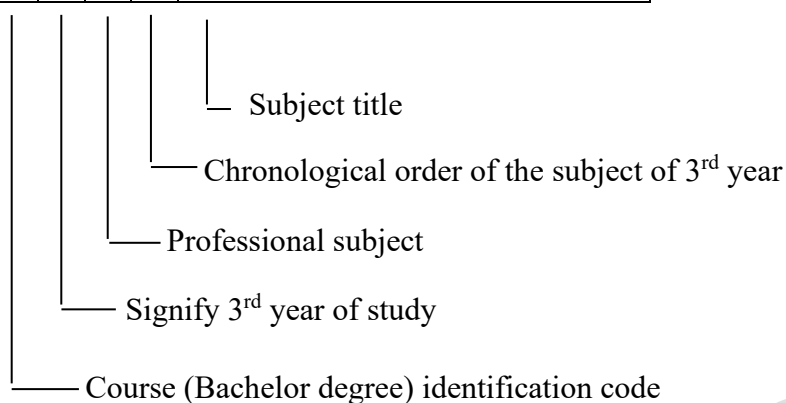
- a) First digit indicates the year of study.
- b) Second digit indicates type of the subject- general (1), foundational (2), professional (3).
- c) The third digit indicates chronological order of the subject of specific year.

The subject code is illustrated by two examples.

B	1	1	3	Behavioral Science and Nursing Humanities
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B	3	3	4	Medical and Surgical Nursing-II
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25. Year wise hour and mark distribution.

Code	First year subjects	Hours	Marks					Total
		T/L/P	Writ	Oral	Prac	Formative		
						Writ	Prac	
B111	Communicative English	40/48/0	60	30	00	10	00	100
B112	Nursing Informatics	48/48/0	60	10	20	10	00	100
B113	Behavioral Science and Nursing Humanities	80/0/48	90	45	00	10	05	150
B124	Anatomy	96/48/0	90	25	20	10	05	150
B125	Physiology	96/48/0	90	25	20	10	05	150
B126	Microbiology and Pathology	80/24/0	90	25	20	10	05	150
B137	Fundamentals of Nursing – I	184/132/384	90	40	50	10	10	200
Total		624/348/384	570	220	110	70	30	1000

Code	Second year subjects	Hours	Marks					Total
		T/L/P	Writ	Oral	Prac	Formative		
						Writ	Prac	
B231	Fundamentals of Nursing-II	96/36/192	90	40	50	10	10	200
B232	Pediatric Nursing	64/12/192	90	40	50	10	10	200
B233	Medical and Surgical Nursing-I	80/24/288	90	40	50	10	10	200
B224	Pharmacology	40/12/0	60	30	00	10	00	100
B235	Traumatology and Orthopedic Nursing	80/12/192	90	40	50	10	10	200
B226	Nutrition and Biochemistry	40/12/48	90	25	20	10	05	150
B237	Laws Ethics and Forensic Nursing,	32/0/48	60	30	00	10	00	100
Total		432/108/960	570	245	220	70	45	1150

Code	Third year subjects	Hours	Marks					Total
		T/L/P	Writ	Oral	Prac	Formative		
						Writ	Prac	
B331	Geriatric Nursing	48/12/96	90	25	20	10	05	150
B332	Mental Health and Psychiatric Nursing	64/0/192	90	40	50	10	10	200
B333	Emergency and Critical Care Nursing	64/40/240	90	40	50	10	10	200
B334	Medical and Surgical Nursing-II	108/56/288	90	40	50	10	10	200
B335	Community Health Nursing and Epidemiology	112/0/192	90	40	50	10	10	200
Total		396/108/1008	450	185	220	50	45	950

Code	Fourth year subjects	Hours	Marks					Total
		T/L/P	Writ	Oral	Prac	Formative		
						Writ	Prac	
B431	Midwifery	88/48/336	90	40	50	10	10	200
B432	Obstetrical and Gynecological Nursing	64/24/336	90	40	50	10	10	200
B433	Nursing Administration and Management	48/0/144	60	30	00	10	00	100
B434	Nursing Education	56/1/144	90	40	50	10	10	200
B435	Research and Bio-statistics	56/12/96	90	20	R.book 40	10	Defense 40	200
B416	Advanced Communicative English	48/48/0	60	30	00	10	00	100
Total		360/144/1056	480	220	200	60	40	1000

*Grand total marks: 4100

*Grand total hours: 5928 hrs.

* Grand total weeks: Theory, lab, clinical practice =141 wks, and review class, exams, leaves, breaks=67wks.

*Total hours in theory, lab, and Practice =812 /708/3408

Total weeks in theory, lab, and Practice =50/20/71

Note: T = Theory, L = Lab, P = Practical, W = Written, O = Oral, P = Practical

26. Grading Scale

Results will be published as per following Marks and GPA and system with the provision of reflection of marks in the academic transcript.

Numerical Grade	Letter Grade	Grade Point
80% and above	A ⁺	4.00
75% to less than 80%	A	3.75
70% to less than 75%	A ⁻	3.50
65% to less than 70%	B ⁺	3.25
60% to less than 65%	B	3.00
Less than 60%	F	0.00

27. Internship

After completing the course, every student must complete a six- month (06) internship in a hospital according to the logbook. Upon successful completion of the internship, the student is required to obtain an internship certificate to be eligible to appear in the BNMC licensing examination in order to receive a license as a registered nurse.

28. Certification and Licensure

Bangladesh Nursing and Midwifery Council will issue registration as a registered nurse after passing the Licensing Examination.

First year Communicative English

Subject code: B111
Theory : 40 hours (2.5 Credits)
Laboratory : 48 hours (1.5 Credits)
Practical : 0 hours

Goal: The goal of this subject is to develop students' competencies in English language.

Learning Objectives: At the end of the subject students will be able to:

1. speak English effectively and fluently in their workplace.
2. communicate effectively with patients, families and colleagues using appropriate language skills in health care settings.
3. demonstrate understanding of medical terminology, jargon and abbreviation used in health care.
4. write clear concise and accurate reports, charts, graphs, table, documentations and patients records.
5. apply effective listening and questioning techniques to better understand and respond to patients and colleagues' needs.
6. apply critical thinking skills to interpret and respond to written and oral instructions and requests in health care settings.
7. use proper body language, tone of voice and non-verbal communication skills to convey empathy and compassion in patient care.
8. work collaboratively with other health care professionals using effective communication skills in English.

Subject Requirement:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Assignments: Summary of writing, reading, listening, and self-reflection.
4. Oral presentation: Individual and group work.

Teaching Learning Activities:

1. Brain storming.
2. Lecture and discussions.
3. Self-study.
4. Group work.
5. Assignment.
6. Presentation.
7. Practice listening & speaking in language labs.

Teaching Materials:

1. Computer.
2. Smart board.
3. Multimedia projector.
4. White board and marker
5. Sound system
6. Headphone/Earphone
7. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1. Review of tenses	<ul style="list-style-type: none"> Lecture Class work Group work 	4		
2. Review of parts of speech	<ul style="list-style-type: none"> Lecture Class work Group work 	4		
3. Review of modal auxiliaries, articles and enriching vocabulary	<ul style="list-style-type: none"> Lecture Pair work Group work Brain storming 	4		
4. Writing module: <ul style="list-style-type: none"> Formal & Informal letters, application Email, report writing, charts, graphs, table. Paragraph & Essay writing 	<ul style="list-style-type: none"> Lecture Brain storming Assignment 	14		
5. Reading module: <ul style="list-style-type: none"> Skimming, Scanning, Inference Reading for the specific purposes Academic reading practice 	<ul style="list-style-type: none"> Lecture Class work Group work 	14		
6. Speaking module: <ul style="list-style-type: none"> Giving general information Providing detailed information Answering critical questions Learning correct pronunciation Practicing dialogues 	<ul style="list-style-type: none"> Interactive interviews Role play Dialogues Lab Practice 		24	
7. Listening module: <ul style="list-style-type: none"> Active listening practice Listening for the specific information Listening for the guest 	<ul style="list-style-type: none"> Listening to authentic audio Group discussion Presentation Lab Practice 		24	

Suggested Reading Materials:

1. Intermediate English Grammar by Raymond Murphy – latest Edition.
2. Cambridge English for Nursing - Virginia Allum and Patricia McGarr.
3. Headway (Pre-Intermediate/Intermediate)- latest edition.
4. Cambridge IELTS series.
5. OET official book
6. Bartram, M., Arakelian, C., & Magnall, A. (2006). Hospital English: The brilliant learning workbook for international nurses. Radcliffe Publishing.
7. IELTS Medical (2018). OET (Nursing) Refresh 2.0 Lite Guide. IELTS Medical
8. Cambridge Boxhill Language Assessment (2018). OET Nursing: Official OET Practice Book 1. Cambridge Boxhill Language Assessment, Australia.
9. Allum, V., & McGarr, P. (2010). Cambridge English for Nursing Pre-intermediate Student's Book with Audio CD. Cambridge University Press.

Nursing Informatics

Subject code: B112
Theory : 48 hours (3 Credits)
Laboratory : 48 hours (1.5 Credits)
Practical : 0 hours

Goal: The goal of the subject is to acquire knowledge and skills regarding information science and technology for application in patient care and nursing practice through demonstrating the computer-based data management using Electronic Health Records (EHR) system.

Learning Objectives: Upon completion of the subject students will be able to:

1. develop a basic understanding on health informatics.
2. describe the nursing informatics and e-nursing
3. explain the nursing informatics in health care services
4. describe computers technology and application in patient care and nursing practice.
5. demonstrate the computer-based data management.
6. demonstrate the knowledge of using electronic health records (EHR) system in clinical practice.
7. differentiate between privacy, confidentiality, information privacy and information security.
8. identify the characteristics associated with quality information.
9. demonstrate the competencies in nursing practice using nursing data.
10. describe the legal issues in practicing Tele-nursing

Subject Requirement:

1. Class attendance: 85%
2. Lab attendance: 85%

Teaching Learning Activities:

1. Lecture and discussions
2. Demonstration
3. Presentation
4. Group project
5. Self-study
6. Computer practice

Teaching Materials:

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1.Introduction to Health Informatics <ul style="list-style-type: none"> - Health Informatics: Definition, needs, objectives and limitations. - Components of Health Information System (HIS). - Use of data, information and knowledge for more effective health care and better outcome of health care services. - Clinical Information System (CIS) - Hospital information System (HIS) 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion 	4		
2. Nursing Informatics and e-Nursing <p>2.1. Nursing informatics</p> <ul style="list-style-type: none"> - Definition, needs, objectives, uses and limitations - Nurses roles in application of informatics in service education, administration and research - The roles of the informatics nurse and informatics nurse specialist - Educational opportunities for nursing informatics <p>2.2. e-Nursing</p> <ul style="list-style-type: none"> - Concept and significance of e-Nursing in modern health care. - Role of technology in nursing practice and patient care. - Electronic health records (EHRs) and other health information systems. - Telemedicine and Tele-Nursing. - E- documentations - Ethical issues and legal 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion and presentation 	6		

<p>frameworks related to the use of technology in healthcare.</p> <ul style="list-style-type: none"> – Components of Nursing Information System (NIS) – Informatics and Computers Technology. 				
<p>3.Introduction to Information and Communication Technology</p> <ul style="list-style-type: none"> – History and evolution of computer – Current trends of ICT – Basic organization of computer – Use of computers in teaching, learning, research and nursing practice, – Hardware: Definition and components – Software: Definition, types, Operating system and application – Storage devices – Input and output & wireless devices – Computer networks and configuration 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion 	6		
<p>4.Computer Based Data Management</p> <p>4.1. Microsoft Word</p> <ul style="list-style-type: none"> – Names and functions of the Word interface components. – Create, edit, save, and print documents to include documents with lists and tables. – Format text and to use styles. – Add a header and footer to a document. – Add a footnote to a document. – Add a graphic to a document <p>4.2. Microsoft Excel</p> <ul style="list-style-type: none"> – Building basic formulas – Logical functions and error trapping – Date and time formulas – Math and statistical formulas 	<ul style="list-style-type: none"> • Lecture cum discussion • Computer practice • Demonstration 	10	30	

<ul style="list-style-type: none"> - Lookup, information, and text formulas - Build and format worksheets in Excel - Edit and manage worksheets in Excel - Print worksheets in Excel <p>4.3 Microsoft PowerPoint</p> <ul style="list-style-type: none"> - Names and functions of the Power Point interface - Create, edit, save, and print presentations - Format presentations - Add a graphic to a presentation - Create and manipulate simple slide shows with outlines and notes - Create slide presentations that include text, graphics, animation, and transitions - Use design layouts and templates for presentations - Create a Power Point presentation - Statistical data presentation <p>4.4. Uses of internet</p> <ul style="list-style-type: none"> - Worldwide wave, web browsers - e-mail, social media and online platform - literature search - Hospital information system - Database Management 				
<p>5. Electronic Health Record (EHR)</p> <ul style="list-style-type: none"> - Concept of electronic medical record, electronic health record and computer-based patient record - Similarities and differences between electronic health record and computer-based patient record - Benefits associated with 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion and presentation • Group project • Demonstration 	8	10	

<p>electronic health record</p> <ul style="list-style-type: none"> - Characteristics of computer-based-patient record - Development of standards for electronic health and nursing care records - Application of EHR Standards in Bangladesh - Maintenance of lifelong electronic health records 				
<p>6.Information Security and Confidentiality</p> <ul style="list-style-type: none"> - Privacy, confidentiality, information privacy, and information security - Significance of security for information integrity - Threat to system security and information - Appropriate and in appropriate password selection and handling - Impact that internet technology has on health information security - Legal and ethical issues: Security and protection of patient privacy - Ethical and legal issues pertaining to quality health care and information in clinical practice, - Ethical and legal issues related to digital health applied to nursing practices 	<ul style="list-style-type: none"> • Lecture cum discussion • Presentation 	6		
<p>7. Ensuring Quality of Information</p> <ul style="list-style-type: none"> - Data Integrity and its relevance for healthcare - Strategies to ensure the accuracy of data - Differences in online and offline data storage - Characteristics associated with 	<ul style="list-style-type: none"> • Lecture cum discussion • Presentation 	4		

quality information – Data mining and recognize its uses within health care				
8.Telehealth – Definition of Tele health – Advantage of Tele health – Equipment and technology needed for Tele health – Implications of Tele health for nursing – Legal issues in practicing Tele-health – Audio-visual conferencing	<ul style="list-style-type: none"> • Lecture cum discussion • Presentation • Demonstration 	4	8	

Suggested Reading Materials:

1. Hebda, T., & Czar, P. (2019). Handbook of informatics for nurses & health care professionals Prentice Hall.
2. Randhir. P. (2022). Textbook of Health/Nursing Informatics & Technology for BSN Nursing Students. CBS Publishers & Distributors, India.
3. Sipes, C. (2019). Application of Nursing Informatics: Competencies, Skills, and Decision-Making. Springer Publishing Company.
4. Niranjana, S. (2017). Computers for Nurses. Jaypee, India.
5. Puri. B. (2022). Textbook of Computer in Nursing, Aitbs Publishers India.
6. Alexander, S. Frith, K. H., & Hoy, H. (2019). Applied clinical informatics for nurses. Jones & Bartlett Learning.

Behavioral Science and Nursing Humanities

Subject code: B113
Theory : 80 hours (5 Credits)
Laboratory : 0 hours
Practical : 48 hours (1 Credit)

Goal: The goal of the subject is to acquire knowledge and skill regarding behavioral science in caring patients/clients of different socio-cultural background and their psychology.

Learning Objectives: At the end of the subject students will be able to:

1. understand the relationship between behavioral science and other sciences
2. identify the influence of socio-economic and political aspect on health.
3. describe the meaning of culture, cultural values, beliefs and practices, factors influence on health and illness in Bangladesh
4. analyze social movements and initiatives regarding emerging and re-emerging health-related issues in Bangladesh
5. describe the concept and evolution of psychology.
6. narrate psychological theories.
7. describe the process of personality development.
8. explain briefly the concepts of motivation.
9. describe the basic concept of nursing humanities.
10. enumerate the different dimensions of public speaking

Subject Requirement:

1. Class attendance: 85%
2. Practice attendance: 100%

Teaching-Learning Activities:

1. Lecture
2. Discussion & presentation
3. Assignments
4. Role play
5. Field visit
6. Group discussion
7. Brain storming

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1.The relationship between behavioral science and other sciences <ul style="list-style-type: none"> - Terminology - Individualization, Groups, process of socialization - Scope and significance of sociology - Social change and its importance - Significance of behavioral science in nursing - Relationship between social science and othersciences 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion 	6		
2. The influence of socio-economic and political aspect on health. <ul style="list-style-type: none"> - Social unit - Social class - Social status and economic status - Socio-economic and political factors influence to health - Social laws and regulations 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Quiz 	6		
3. Culture, cultural values, beliefs and practices, factors influence on health and illness in Bangladesh <ul style="list-style-type: none"> - Social structure and its relationship in the society - Values and beliefs, customs, rituals - Characteristics and evolution of culture - Diversity and uniformity of culture - Culture and socialization - Culture modernization and its impact on health anddisease 	<ul style="list-style-type: none"> • Lecture cum discussion • Presentation • Role play • Quiz 	8		

4. Family and marriage – Characteristics, basic needs, types and functions of family – Roles and relationships of family members – Perceptions of health and illness in family situation – Legislation on Bangladesh – Influence of marriage and family on health and health practice, health beliefs and practices	<ul style="list-style-type: none"> • Lecture cum discussion • Presentation • Role play • Quiz 	6		
5. Meaning and value of health – Local practices for maintenance of health, treatment of disease, and care of the sick – Beliefs about food and nutrition	<ul style="list-style-type: none"> • Lecture cum discussion • Presentation • Field trip 	2		
6. Impact of religious/spiritual beliefs on health and health care	Lecture cum discussion	2		
7. Folk and traditional healers 7.1 Types of healers in Bangladesh – Ayurvedic – Homeopathic – Unani – Religious 7.2 Examples of how traditional healers are used by people for health care	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion • Presentation 	2		
8. Social movements and initiatives regarding emerging and re-emerging health-related issues in Bangladesh	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment 	2		
9. Concept and evolution of psychology. – Significance of psychology to the nursing profession – Evolution of psychology (structuralism to neuropsychology)	<ul style="list-style-type: none"> • Lecture cum discussion 	2		
10. Psychological theories. – Types of psychological theories – Importance of psychological theories	<ul style="list-style-type: none"> • Lecture cum discussion 	4		
11. Motivation and emotional processes – Motivation – meaning, concept, types, theories of motivation,	<ul style="list-style-type: none"> • Lecture cum discussion • Discussion • Presentation 	6		

<p>motivation cycle, biological and special motives</p> <ul style="list-style-type: none"> - Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness–handling emotions in self and other - Stress and adaptation–stress, stressor, cycle, effect, adaptation and coping - Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness - Basics of psychometric assessment of emotions and attitude - Role of nursing caring for emotionally sick client 	<ul style="list-style-type: none"> • Quiz 			
<p>12. Erikson's Psychosocial stages of development throughout the lifespan.</p> <ul style="list-style-type: none"> - Infancy - Toddler (Year 1-3) - Preschool (Year 3-5 1/2) - (Middle childhood (Year 5 1/2-12) - Adolescent - Early adulthood - Middle adulthood - Late adulthood). <p>Role of nursing supporting normal growth and development across the life span</p>	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion • Group discussion • Presentation • Quiz 	6		
<p>13. Psychological Theories</p> <ul style="list-style-type: none"> - Biological bases of behaviors - Behavioral theories - Social-learning theories - Stress-coping theories 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion • Presentation 	6		

<p>14. Personality</p> <ul style="list-style-type: none"> - Meaning, definition of personality - Types of personality. (Introvert-Extrovert) - Personality traits - Personality development. - Alteration in personality - Role of nurse in identification of individual personality and improvement in altered personality 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion • Group discussion • Presentation • Assignment • Quiz 	6		
<p>15. Psychological assessment and tests–</p> <ul style="list-style-type: none"> - Types, development, characteristics, principles, uses, interpretation - Role of nurse in psychological assessment 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion 	4		
<p>16. Sexuality and sexual orientation</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
<p>17. Life crisis</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
<p>18. Art, music, creative expression and literature in nursing</p> <ul style="list-style-type: none"> - Basic concept of nursing humanities - Developing empathy and communication - Stress management and well-being - Literature and cultural competence for patient-centered care to diverse populations - Critical thinking and reflection - Emotional and cultural dimensions for holistic nursing care - Therapeutic techniques by art, music, creative expression - Team collaboration - Self-care of nurses 	<ul style="list-style-type: none"> • Lecture cum discussion • Discussion • Role Play • Show video • Group discussion and Presentation • Practice in clinical settings 	4		
<p>19. Public speaking</p> <ul style="list-style-type: none"> - Introduction to public speaking (benefits, types and competencies) - Organizing and outlining of public speaking - Listening effectively (hearing versus 	<ul style="list-style-type: none"> • Lecture cum discussion • Discussion • Role Play • Show video • Group discussion Presentation 	4		

listening, active listening, barriers to effective listening, strategies to enhance listening and providing feedback to speakers) – Delivering speech (storytelling, vocal aspects, nonverbal aspects , audience analysis and speech delivery) – Critical thinking and reasoning (role of arguments, common errors in reasoning, persuasive speaking, citing sources and avoiding plagiarism) – Using language well (constructing clear and vivid messages, ethical and accurate language and avoiding language pitfalls)				
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Clinical Practice= 48 hours

- Interactions with natural and created environments that affects in health and disease.
- Health consequences of homeless people /slum, crime, religion, family relationships, gender identity, class divisions, cultures and social stability influence to health and disease.

Suggested Reading Materials:

1. Setia, N. (2019). Behavioural Science for Nurses Psychology and Sociology. Kumar Publishing House, India.
2. Sharma, V. (2013). Psychology for Nurses. Jaypee Brothers Medical Publishers (P) Ltd. Kumar, R. (2018). Basic Psychology for Nurses. Jaypee Brothers Medical Publishers (P) Ltd.
3. Sreevani, R. (2013). Psychology for Nurses. Jaypee Brothers Medical Publishers (P) Ltd.
4. Indrani, T. K. (2017). Textbook of Sociology for Nurses. Jaypee Brothers Medical Publishers (P) Ltd.
5. Purushothama, G.S. (2015). Sociology for Nursing & Health Sciences. Jaypee Brothers Medical Publishers (P) Ltd.

Anatomy

Subject code: B124
Theory : 96 hours (6 Credits)
Laboratory : 48 hours (1.5 Credits)
Practical : 0 hours

Goal: The aim of this subject is students will acquire knowledge regarding anatomical structure of human body systems.

Learning Objectives: At the end of the subject students will be able to:

1. describe anatomical terms.
2. explain the general and microscopic structure of each system of the body.
3. identify relative positions of the major body organs as well as their general anatomical locations.
4. explore the effect of alterations in structure.
5. Perform knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%

Teaching Learning Activities:

1. Lecture
2. Laboratory practice
3. Demonstration
4. Discussion
5. Self-study
6. Quiz

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Bones, viscera and human models
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1.Introduction to anatomy <ul style="list-style-type: none"> Definitions Anatomical terminology Anatomical structure of: Cells Tissues Membranes and glands Organs 	<ul style="list-style-type: none"> Lecture VDO presentation of human body (if possible) Lab practice with human body and microscopic structure 	8	5	
2. Body movement: Structure, location & position of musculo skeletal system <ul style="list-style-type: none"> Bones Cartilage Joints and ligaments Muscles 	<ul style="list-style-type: none"> Lecture and discussion Lab practice with musculoskeletal model 	8	6	
3. Structure, location & position of digestive system <ul style="list-style-type: none"> Tongue, teeth, saliva gland and pharynx Esophagus Stomach Small and large intestine Pancreas Liver and biliary system 	<ul style="list-style-type: none"> Lecture and discussion Lab practice with GI model 	10	4	
4. Structure, location & position of Respiratory system <ul style="list-style-type: none"> Nose, pharynx, larynx, Trachea and bronchus Lungs: lobe and pleura 	<ul style="list-style-type: none"> Lecture and discussion Lab practice with lung model 	10	6	
5. Structure, location & position of Cardiovascular system <ul style="list-style-type: none"> Heart with pericardium Blood vessels 	<ul style="list-style-type: none"> Lecture and discussion Lab practice with heart model Quiz 	10	6	
6.Structure, location & position of Urinary system <ul style="list-style-type: none"> Kidney Ureter Urinary bladder Urethra 	<ul style="list-style-type: none"> Lecture and discussion Lab practice with kidney model Quiz Topic 	8	6	

<p>7. Structure, location & position of reproductive system</p> <ul style="list-style-type: none"> • Male reproductive system: <ul style="list-style-type: none"> - Penis and scrotum - Testes - Duct system - Prostate gland - Spermatogenesis - Hormonal control and sexual development • Female reproductive system <ul style="list-style-type: none"> - External genitalia - Vagina - Cervix and uterus - Fallopian tubes and ovaries - Mammary glands 	<ul style="list-style-type: none"> • Lecture and discussion • Lab practice with male and female reproductive model 	10	4	
<p>8. Sensory organs</p> <ul style="list-style-type: none"> - Skin - Mouth and tongue - Nose - Eyes - Ears 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration 	6	2	
<p>9. Integumentary system</p> <ul style="list-style-type: none"> - Skin layers - Epidermal appendages 	<ul style="list-style-type: none"> • Lecture and discussion • Quiz 	4		
<p>10. Structure, location & position of Endocrine system</p> <ul style="list-style-type: none"> - Pituitary gland - Thyroid gland - Parathyroid gland - Adrenal gland - Islets of Langerhans - Gonads - Pineal gland 	<ul style="list-style-type: none"> • Lecture and discussion • Lab practice with body model • Quiz Topic 	6	4	
<p>11. Structure, location & position of Nervous system</p> <ul style="list-style-type: none"> - Nerve tissues - Central nervous system - Peripheral nervous system - Autonomic nervous system - General sensory and motor pathway. 	<ul style="list-style-type: none"> • Lecture and discussion • Lab practice with brain model 	10	5	

12. Immune system - Central lymphoid organs and tissues: Bone marrows and Thymus - Peripheral lymphoid organs and tissues: - Lymph nodes, lymph, and lymphatic vessels	<ul style="list-style-type: none"> Lecture and discussion Lab practice with microscope 	6		
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Suggested Reading Materials:

1. Peate, I., & Nair, M. (2015). Anatomy and physiology for nurses at a glance. WileyBlackwell.
2. Ashalatha, P. R., & Deepa, G. (2015). Textbook of Anatomy & Physiology for Nurses. JP Medical Ltd.
3. Peate, I., & Nair, M. (2015). Anatomy and physiology for nurses at a glance. WileyBlackwell.
4. Chaurasia, B. D. (2019). *Human Anatomy*, V-1, 2, 3, 4, New Delhi, India: CBS Publisher.
5. Netter, F. H. (2022). Netter Atlas of Human Anatomy: A Systems Approach-Elsevier Health Sciences.

Physiology

Subject code: B125
Theory : 96 hours (6 Credits)
Laboratory : 48 hours (1.5 Credits)
Practical : 0 hours

Goal: The aim of this subject is students will acquire knowledge regarding physiological functions of human body systems.

Learning Objectives: At the end of the subject students will be able to:

1. develop understanding of the normal functioning of various organ systems of the body.
2. identify the relative contribution of each organ system towards maintenance of homeostasis.
3. describe the effect of alterations in functions.
4. apply knowledge of physiological basis to analyze clinical situations and therapeutic applications.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%

Teaching Learning Activities:

1. Lecture
2. Laboratory practice
3. Demonstration
4. Discussion
5. Self-study
6. Quiz

Teaching Material

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Bones, viscera and models
7. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1. Physiological function of human body <ul style="list-style-type: none"> – Introduction to physiology – Physiological functions of: <ul style="list-style-type: none"> – Cells – Tissues – Membranes and glands – Organs 	<ul style="list-style-type: none"> • Lecture • VDO presentation of human body • Quiz • Demonstration 	8	8	
2. Body movement: <ul style="list-style-type: none"> - Musculo skeletal system functions of: <ul style="list-style-type: none"> – Bones – Cartilage – Joints and ligaments – Muscles 	<ul style="list-style-type: none"> • Lecture and discussion 	6		
3. Cardiovascular system composition, factors and functions of blood <ul style="list-style-type: none"> – Blood vessels – Heart and cardiac cycle Blood circulation <ul style="list-style-type: none"> – Fetal circulation – Haemoglobin- – Blood groups and Rh factors – Homeostasis – Lab Reading and interpreting of complete blood counts (CBC) 	<ul style="list-style-type: none"> • Lecture and discussion • Quiz • Lab practice with microscope 	10		
4. Function of Respiratory System <ul style="list-style-type: none"> – Nose, pharynx, larynx, – Trachea and bronchus – Lungs: lobe and pleura – Inspiration and expiration – Gas exchanges – Roles of lung in controlling acid-base Balance – Lab Reading of arterial blood gas analysis 	<ul style="list-style-type: none"> • Lecture and discussion 	10	8	
5. Function of Digestive system <ul style="list-style-type: none"> – Tongue, teeth, saliva gland and pharynx – Esophagus – Stomach – Small and large intestine 	<ul style="list-style-type: none"> • Lecture and discussion • Lab practice with GI model 	10	8	

<ul style="list-style-type: none"> - Pancreas - Liver and biliary system - Mastication, digestion, absorption, and elimination - Lab Reading of liver function test, gastric emptying time, stool examination 				
6. Function of Urinary system <ul style="list-style-type: none"> - Kidney - Ureter - Urinary bladder - Urethra - Urine formation - Hormones and the urinary system - Lab Reading of urine examination 	<ul style="list-style-type: none"> • Lecture and discussion • Lab practice with kidney model 	8	8	
7. Functions of reproductive system <ul style="list-style-type: none"> - Hormonal functions and menstrual cycle - Fertilization and lactation 	<ul style="list-style-type: none"> • Lecture and discussion 	6		
8. Function of Nervous system <ul style="list-style-type: none"> - Nerve tissues - Central nervous system (CNS) - Peripheral nervous system (PNS) - Autonomic nervous system (ANS) - General sensory and motor pathway 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration 	8	6	
9. Function of Endocrine system <ul style="list-style-type: none"> - Pituitary gland - Thyroid gland - Parathyroid gland - Adrenal gland - Islets of Langerhans - Gonads - Pineal gland - Lab function of endocrine system <p>Interpreting Thyroid function test</p>	<ul style="list-style-type: none"> • Lecture and discussion • Lab practice with body model, video 	10	10	

10. Functions of Sensory organs <ul style="list-style-type: none"> - Skin - Mouth and tongue - Nose - Eyes - Ears 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration 	8	8	
11. Regulating of body temperature	<ul style="list-style-type: none"> • Lecture and discussion 	4		
12. Immune system <ul style="list-style-type: none"> • Central lymphoid organs and tissues: <ul style="list-style-type: none"> - Bone marrows and Thymus - Peripheral lymphoid organs and tissues: <ul style="list-style-type: none"> - Lymph nodes, lymph, and lymphatic vessels - General host defenses - Specific host defenses - Immunoglobulins, types, functions 	<ul style="list-style-type: none"> • Lecture and discussion • Quiz 	8		

Suggested Reading Materials:

1. Peate, I., & Nair, M. (2015). *Anatomy and physiology for nurses at a glance*. WileyBlackwell.
2. Ashalatha, P. R., & Deepa, G. (2015). *Textbook of Anatomy & Physiology for Nurses*. JP Medical Ltd.
3. Hall, J. E., & Hall, M. E. (2021). *Guyton and Hall textbook of medical physiology*. Elsevier Health Sciences.
4. Ghai, C. L. (2012). *A textbook of practical physiology*. JP Medical Ltd.

Microbiology and Pathology

Subject code: B126
Theory : 80 hours (5 Credits)
Laboratory : 24 hours (.75 Credits)
Practical : 0 hours

Goal: The goal of this subject is to acquire knowledge and skill regarding microbiology and pathology to prevent and control microorganisms.

Learning Objectives: At the end of the subject students will be able to:

1. describe the basic concept of microbiology & pathology.
2. explain nature, reproduction, growth and transmission of common micro organisms and parasites in Bangladesh.
3. explain how microorganisms cause human diseases.
4. explain body immune mechanisms.
5. outline and explain strategies used to prevent and control microorganisms.
6. explain hospital-acquired infection (nosocomial infection) and infectious diseases.
7. describe immunization.
8. explain the use of microscope and steps to prepare and collect specimens for microscopic examination.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%

Teaching Learning Activities:

1. Lecture
2. Laboratory practice
3. Demonstration
4. Discussion
5. Self-study
6. Quiz

Teaching Materials:

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Charts
6. Related equipment/instruments etc.
7. Hot air oven, autoclave machine,

Contents	Teaching learning activities	T	L	P
1. Introduction to microbiology and pathology <ul style="list-style-type: none"> - Scope of microbiology and pathology - History of microbiology today: - Chemotherapy - Immunology - Virology - Genetic engineering and genomics - Microbes and human diseases - Normal microbiota (flora) - Infectious diseases - Emerging infectious diseases (HIV/AIDS, covid -19, Ebola hemorrhagic fever, Anthrax, Nipa virus, etc.) 	<ul style="list-style-type: none"> • Lecture and discussion 	6		
2. Nature, reproduction, growth, and transmission of common micro organisms and parasites in Bangladesh Bacteria: <ul style="list-style-type: none"> - Cocci - Diplococci (Pneumonia, Gonorrhea) - Streptococci (Throat infection, Rheumatic fever) - Staphylococci (Wound and skin infection) Bacilli <ul style="list-style-type: none"> - Gram positive (Tetanus, Botulism, Anthrax) - Gram negative (E. coli, Shigella and Salmonella gastrointestinal infection) - Acid fast (Tuberculosis, Leprosy) - Spiral form - Vibrio (Cholera) - Spirochetes (Syphilis, Hemorrhagic jaundice) - Helicobacter pylori (Peptic ulcer) 	<ul style="list-style-type: none"> • Lecture and discussion • Group Work and presentation • Lab Practice 	10	6	
3. Viruses <ul style="list-style-type: none"> - Pneumotropic (viral pneumonia, influenza) 	<ul style="list-style-type: none"> • Lecture and discussion • Group Work and 	8		

<ul style="list-style-type: none"> -Neorotropic (viral encephalitis, Polio, Rabies) -Viscerotropic (infectious hepatitis, Dengue fever, chikungunya, yellow fever) -Dermatropic (Measles, Chicken Pox, Warts) -HIV and AIDS -Covid-19 	presentation			
4.Fungi <ul style="list-style-type: none"> -Dermatophyte: Tineas or ring worms -Candida: Candidiasis (Thrush) -Cryptococcus, Cryptococosis -Mycosis 	<ul style="list-style-type: none"> • Lecture and discussion • Group Work and presentation 	6		
5.Parasites: Protozoa and Helminths <ul style="list-style-type: none"> - Plasmodium falciparum, vivax, ovale, malariae (Malaria) - Leishmaniadovani (kalaazar or dumtum fever) - Entamoebahistolytica (amoebic dysentery) - Tapeworms, pinworms, hookworms, and roundworms -Trichomonasvaginalis (trichomoniasis) -Giardia -secondary parasitic infections in HIV/AIDS 	<ul style="list-style-type: none"> • Lecture and discussion • Group Work and presentation 	6		
6.Microorganisms and human diseases: Capabilities of a pathogen <ul style="list-style-type: none"> -Maintaining reservoirs: Human/animal -Getting and entering the host -Adhering to a body surface - Invading the body - Evading the body's defense - Multiplying in the host -Leaving the body 	<ul style="list-style-type: none"> • Lecture and discussion • Group Work and presentation 	6		
7.Immune system <ul style="list-style-type: none"> -Adoptive immunity -Immunological disorders <ul style="list-style-type: none"> - Hypersensitivity - Immunosuppression 	<ul style="list-style-type: none"> • Lecture and discussion • Group Work and presentation 	4		

8.Prevention and controlling of microorganisms - Universal precautions	<ul style="list-style-type: none"> Lecture and discussion Lab Practice 	2		
9.Hospital-Acquired Infection (Nosocomial infection) -Microorganisms in the hospitals -Compromised host -Chain of transmission -Common nosocomial infection -Urinary tract infections -Surgical site infections -Lower respiratory infections -Bacteremia -Control of nosocomial infection	<ul style="list-style-type: none"> Lecture and discussion Group Work and presentation 	4		
10.Controlling of microbial growth <ul style="list-style-type: none"> Actions of microbial control agents <ul style="list-style-type: none"> -Alterations of membrane permeability -Damage to proteins and nucleic acids Physical methods <ul style="list-style-type: none"> - Heat: autoclave, moist, pasteurization, flaming - Filtration - Osmotic pressure - Radiation Chemical methods <ul style="list-style-type: none"> -Effective disinfection -Disinfectant 	<ul style="list-style-type: none"> Lecture and discussion Group Work and presentation and Lab practice 	6	8	
11. Immunization -Active immunization -Passive immunization	<ul style="list-style-type: none"> Lecture and discussion Group Work and presentation 	4		
12. Identification of microorganisms <ul style="list-style-type: none"> Microscopy <ul style="list-style-type: none"> - Light microscopy <ul style="list-style-type: none"> Methods for light microscopic examination -Preparing smears for staining -Simple stains -Differential stains (gram stain, acid-fast stain) Cultures of microorganisms 	<ul style="list-style-type: none"> Lecture and discussion Group Work and presentation Lab practice 	8	4	

<ul style="list-style-type: none"> - Basic principles - Media - Culture techniques 				
<ul style="list-style-type: none"> • Microbiological Examination of human specimens <ul style="list-style-type: none"> -Swabs (nose, throat, cervix, ulcers, and wounds) -Sputum -Stool -Urine 				
13.Pathology <ul style="list-style-type: none"> • General Pathology <ul style="list-style-type: none"> - Introduction to Pathology - Importance of study Pathology for nurses. - Cellular injury: Causes, types - Pathogenesis, Immuno-pathogenesis - Filtration & Regeneration - Cellular Adaptation, Hyperplasia, Hypertrophy, Atrophy Metaplasia - Oedema. ischemia, infarction, thrombosis and embolism - Neoplasia, benign and malignant neoplasm, Factors causing neoplasm. - Nurse's role in assisting & preparing the patient for different diagnostic tests (Liver Function Test, Renal Function Test, OGTT, Lipid Profile, Pancreatic Function, Electrolyte, Histological, Cytological, fluid & electrolyte balance) & understanding tests results. • Clinical Pathology <ul style="list-style-type: none"> - Pathological examination: Urine, Stool, Body fluid. - Blood Test: CBC, ESR, bleeding time, Clotting time, Prothrombin time, Blood Sugar Malaria parasite - Blood grouping & Cross matching - Pregnancy test. 	<ul style="list-style-type: none"> • Lecture and discussion • Group Work and presentation • Lab practice 	10	6	

Suggested Reading Materials:

1. Anthikad, J., & Sumanaswini, P. (2013). *Medical Microbiology for Nurses*. Jaypee Brothers Medical Publishers
2. Kumar, S. (2015). *Textbook of Microbiology for BSN Nursing*. Jaypee Brothers Medical Publishers Pvt. Limited.
3. Parvathi, V. D., Sumitha, R., & Smitha, S. (2014). *Microbiology for Nurses*. Pearson Education
4. Paniker, C. J., (2018). *Paniker's Textbook of Medical Parasitology*. Jaypee Brothers Medical Publishers.
5. Sastry, A. S. (2018). *Essentials of medical parasitology*. Jaypee Brothers Med. Publ Ltd.

Fundamentals of Nursing-I

Subject code: B137
Theory : 184 hours (11.5 Credits)
Laboratory : 132 hours (4.13 Credits)
Practical : 336 hours (7 Credits)

Goal: The aim of this subject is to acquire knowledge & skills regarding conceptual bases of nursing, communication in nursing, first aid & bandaging, nursing procedures that will enable the learners to deal with clients effectively & efficiently.

Learning Objectives: At the end of the subject students will be able to:

1. describe the history of nursing.
2. explain concept about fundamentals of nursing.
3. describe the basic concepts relevant to the nursing profession.
4. describe nurses' roles and competencies required in promoting, maintaining, and restoring health.
5. apply theories and models of nursing.
6. explain nursing care delivery within health care system.
7. explain the cultural & ethical aspects of nursing.
8. explain concept & importance of communication in nursing.
9. describe the key elements in building interpersonal and therapeutic relationship.
10. identify and describe the ways of strategies to overcome the barriers in communication.
11. describe and apply first aid & bandaging.
12. demonstrate task-oriented nursing care.

Subject Requirement:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Teaching Learning Activities:

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

Teaching Materials:

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1.Introduction to conceptual bases of nursing 1.1.Historical development in nursing	<ul style="list-style-type: none"> • Discussion • Poster presentation 	10		
2. Basic concepts relevant to Nursing 2.1 Person, environment, health, and nursing Person <ul style="list-style-type: none"> – Basic human needs – Human rights 2. 2 Environment <ul style="list-style-type: none"> – Types & factors 2.3 Health <ul style="list-style-type: none"> – Health-illness continuum 2.4 Nursing <ul style="list-style-type: none"> – Nursing actions – Nursing standard 	<ul style="list-style-type: none"> • Lecture & Discussion • Self-reflection 	30		

<p>2.5 Quality of Nursing</p> <ul style="list-style-type: none"> Indicators of quality of nursing care <p>2.6. Relationship among person, environment, health and nursing</p> <p>2.7. Client-centered care</p> <ul style="list-style-type: none"> Attributes of client-centered care Ways to develop client-centered care <p>2.8 Holistic nursing care</p> <ul style="list-style-type: none"> Attributes of holistic nursing Ways to develop holistic care <p>2.9 Nursing self-management and accountability</p>				
<p>3. Nurses' roles and competencies required in promoting, maintaining, restoring health</p>	<ul style="list-style-type: none"> Group discussion & Lecture 	6		
<p>4. Theories and Models of Nursing</p> <ul style="list-style-type: none"> Environmental (Florence Nightingale) Nursing Need theory (Virginia Handerson) Activities of daily living (Roper Logan and Tierney) Self-Care Deficit Theory (Dorothea Orem) Trans-cultural Nursing Theory (Madeleine Leininger) 	<ul style="list-style-type: none"> Lecture & discussion 	14		
<p>5. Nursing care delivery within health care system</p> <ul style="list-style-type: none"> Primary level Secondary level Tertiary level <p>5.1 Mode of nursing care delivery</p> <ul style="list-style-type: none"> -Functional method -Team nursing -Total patient care -Primary care nursing -Case method <p>5.2 Type of care facilities within health care delivery system</p> <ul style="list-style-type: none"> -Acute care -Sub-acute care -Chronic care 	<ul style="list-style-type: none"> Lecture & discussion Lecture & discussion 	12		

<ul style="list-style-type: none"> -Rehabilitation care -Ambulatory care (outpatient care) -Home care 				
<p>6. Cultural and Ethical aspect of Nursing</p> <ul style="list-style-type: none"> - Culture and Ethics - Importance of cultural ethics of Nursing - Relationship between Culture and Nursing Ethics - Advantages and disadvantages of a culturist Nursing ethics 	<ul style="list-style-type: none"> • Lecture cum discussion and Brain storming 	10		
<p>7.Introduction to communication in nursing</p> <ul style="list-style-type: none"> - Types of communication - Purposes of communication - Functions of communication - Importance of communication in Nursing <p>7.1 Assertive and responsible communication</p> <p>7.2 Interpersonal and therapeutic communication in nursing (nurse to nurse, doctors, patients, patients family members, and related personnel)</p> <p>7.3 Qualities of a nurse communicator</p> <ul style="list-style-type: none"> - Advocacy - Conflict resolution - Collaborating - Delegation & supervision of non-trained staff - Removing of barriers & peer negotiation - Developing a support system <p>7.4 Bridges to relationship</p> <ul style="list-style-type: none"> - Caring - Trust - Empathy - Mutuality - Confidentiality 	<ul style="list-style-type: none"> • Lecture & Discussion - • Role play • Videos presentation 	16		
<p>8.Key elements in building interpersonal and therapeutic relationships</p>	<ul style="list-style-type: none"> • Lecture & discussion • Self-practice of 			

<ul style="list-style-type: none"> - Warmth - Respect - Genuineness - Empathy - Self-disclosure - Questioning - Expressing opinions 	<p>communication skills</p> <ul style="list-style-type: none"> • Role play 	16		
<p>9.Actions basis to nursing care</p> <ul style="list-style-type: none"> - Sterile technique and infection control: - hand washing, - sterile gloves wearing, - personal protective techniques - Safety: Applying restraints <p>9.1Personal hygiene and comfort</p> <ul style="list-style-type: none"> - Providing oral care - Giving a bed bath - Providing genital care - Giving a back care - Bedsore (meaning, areas, causes, sign and symptoms and prevention) - Head shampooing - Bed Making- - Purposes and types - occupied bed - unoccupied bed - special bed <p>9.2 Activity and exercise - Bed positioning</p> <ul style="list-style-type: none"> - Patient transfers <p>- Assisting with passive range of motion and exercises</p> <p>9.3 Vital Sign</p> <ul style="list-style-type: none"> - Body Temperature. - Pulse Rate. - Respiration Rate. - Blood Pressure. - Blood Oxygen. - Weight. - Blood Glucose Level. - Pain assessment - Intake and output 	<ul style="list-style-type: none"> • Discussion • Video play • Demonstration • Hands on practice • Self -evaluation 	34	90	

10.First aid				
<ul style="list-style-type: none"> Responsibilities of a first aider General principles Life threatening conditions Respiratory distress/arrest Cardiac Arrest CPR Shock Unconsciousness 	<ul style="list-style-type: none"> Lecture and discussion Video play Role play Role play Demonstration Hands on practice\ 	36	42	
10.1 Hemorrhage –				
<ul style="list-style-type: none"> Epistaxis Hemoptysis Hematemesis Hematuria Melena 				
10.2 Animals and insects bite				
-(Snake bite, Dog bite & insects bite) <ul style="list-style-type: none"> Poisoning Burn & scalds Drowning Fall injury Cut injury 				
10.6.Bone sprain, fracture and dislocation				
10.7.Bandaging				
<ul style="list-style-type: none"> Purposes of bandage Types of bandaging Rules of bandaging Principles of bandaging 				

*Clinical practice (336 Hours): clinical practice will be distributed by subject teachers according to importance of the topic in the relevant areas:

1. Clinical orientation
2. Ward round
3. Case assignment
4. Establishing nurse-client relationship

Daily activities:

- Building interpersonal communication with patient, patient family and Health care team
- Providing bedside care for an individual client emphasizing on basic nursing procedures

Specific activities:

- Special task assignment for an individual student to help meet the subject requirements.
- Selective clinical teachings based on students' interest and needs for skills.
- Group reflection and subject evaluation.
- Students submit a paper at the end of the class.
- For reflection, the students submit reflective notes at the end of each work.

Suggested Reading Materials:

1. Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2016). Fundamentals of Nursing. Mosby.
2. Audrey, B., Geralyn, F., & Shirlee, S. (2016). Kozier & Erb's fundamentals of nursing: concepts, practice, and process. Pearson.
3. Taylor, C., Lynn, P., Bartlett, J. L. (2010). Fundamentals of Nursing: The Art and Science of Person-Centered Care, Lippincott Williams & Wilkins.
4. Weber, & Janet, R. (2015). Health assessment in nursing, Wolters Kluwer Health.
5. Wilkinson, J. M., Treas, L. S., Barnett, & K., Smith, M. (2015). Fundamentals of Nursing, F.A. Davis Company. Taylor, C.R., Lillis, C., LeMone, P., Lynn, P., & LeBon, M. (2010). Skill Checklists for Fundamentals of Nursing: The Art and Science of Nursing Care. Lippincott Williams & Wilkins

Second year

Fundamentals of Nursing-II

Subject code: B231
Theory : 96 hours (6 Credits)
Laboratory : 36 hours (1.13 Credits)
Practical : 192 hours (4 Credits)

Goal: The goal of this subject is to acquire knowledge and develop skills regarding Fundamentals of Nursing in providing comfort and basic nursing care to the clients.

Learning Objectives: At the end of the subject students will be able to:

1. explain the ways to accomplish ideal characteristics and roles of a competent nurse.
2. explain the national and international nursing organizations and its functions.
3. demonstrate fundamentals skills by using nursing process.
4. demonstrate the process of identifying individual's needs/expectations/responses to actual or potential health problems in the context of family and community across the life span based on assessed data.
5. explain the fundamentals of health assessment and perform health assessment in clinical settings.
6. explain the nursing records & its significance.
7. interpret findings of specimen testing applying the knowledge of normal values.
8. describe principles of care, basic needs for nutrition, hydration and elimination, wound care, administering oxygen, medication, intravenous fluid and blood products, admission and discharge, dying & death care.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Teaching Learning activities:

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

6. Simulation exercise
7. Field trip
8. Self-study
9. Peer group assessment.
10. Problem-Based Learning

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Charts
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1. Ways to accomplish ideal characteristics & roles of a competent nurse	<ul style="list-style-type: none"> Lecture & discussion Brain storming 	4		
2. National and international nursing organizations and its functions; 2.1. National nursing organizations <ul style="list-style-type: none"> - Role and function of Directorate General of Nursing & Midwifery - Bangladesh Nursing & Midwifery Council - Bangladesh Nurses Association - Bangladesh Midwifery Association - Bangladesh Leadership Nursing Network 2.2 International nursing organizations: role and function <ul style="list-style-type: none"> - International Council for Nurses (ICN) - World Health Organization (WHO) - United Nations Children Emergency Fund (UNICEF) - United Nations Population Fund (UNFPA). Canadian International Development Agency (CIDA)/Global affairs Canada (GAC) Japan International Cooperation Agency (JICA) 	<ul style="list-style-type: none"> Lecture & discussion Brain storming Group discussion 	16		

3. Introduction to nursing process - Significance of the nursing process, - Steps of nursing process - Benefits & characteristics of nursing process	<ul style="list-style-type: none"> Lecture & discussion Group discussion & presentation 	4		
4. Health assessment in clinical settings. - Significance - Sources of assessment data - Assessment strategies - Legal and ethical considerations of data collection 4.1 History taking - Importance of history taking - Nurses' roles of history taking - Framework of history taking	<ul style="list-style-type: none"> Lecture & discussion Role play Demonstration of history taking 	12	6	
4.2 Physical assessment - Basic assessment skills - Inspection/observation - Palpation - Percussion - Auscultation - Preparation for conducting the physical assessment - Head to toe physical assessment 4.3 Diagnostic tests and investigations	<ul style="list-style-type: none"> Lecture & discussion Role play Demonstration Clinical teaching 	10	6	
5. Identifying client's needs/expectations/responses to actual or potential health problems - Interpreting/analyzing collected data - Formulating statements relative to the findings (collected data) - Principles of prioritizing client's needs/expectations/responses Planning, intervening, and evaluating client's needs/expectations/ responses	<ul style="list-style-type: none"> Lecture & discussion 	6		
6. Nursing records/ documentation - Significance - Types of nursing records: - Data collection form (patient history) - Kardex - Nurse's notes	<ul style="list-style-type: none"> Lecture & discussion 	4		

- Legal issues pertaining to nursing records				
7.Specimen testing applying the knowledge of normal values;	<ul style="list-style-type: none"> Assign the students write a common investigation normal value 	2		
8.Performing health assessment, use of nursing process, and recording nursing documentation within the Bangladesh context (After clinical practice) <ul style="list-style-type: none"> - Actual situation - Factors contributing to the current practice - Guidelines for improvement 	<ul style="list-style-type: none"> Clinical practice 	6		
9.1 Actions basis to nursing care Oxygenation and nebulization <ul style="list-style-type: none"> - Administering oxygen and nebulization by mask and Nasal cannula - Suctioning - Tracheostomy care 	<ul style="list-style-type: none"> Lecture & discussion Show the picture & Video play about Oxygen therapy Demonstration 	6	4	
9.2 Nutrition/hydration: <ul style="list-style-type: none"> - Oral feeding - Inserting a nasogastric tube - Administering tube feeding 	<ul style="list-style-type: none"> Lecture & discussion Show the picture & Video play about artificial feeding Demonstration 	4	4	
9.3 Wound care <ul style="list-style-type: none"> - Wet dressing - Dry dressing 	<ul style="list-style-type: none"> Lecture & discussion Demonstration how to make dressing with sterile technique 	4	2	
9.4. Urinary elimination <ul style="list-style-type: none"> - Applying condom catheter - Catheterizing the urinary bladder (straight & indwelling) - Irrigating the catheter using closed system - Bladder irrigation 	<ul style="list-style-type: none"> Lecture & discussion Show the picture & Video play about urinary elimination Demonstration 	4	4	
9.5. Bowel elimination <ul style="list-style-type: none"> - Administering cleansing enema - Changing or emptying an ostomy 	<ul style="list-style-type: none"> Lecture & discussion Demonstration 	3	2	

- Appliance	how practice enema simplex			
9.6. Routes of drug administration - Administering medications - Administering of intramuscular, intravenous, intra-dermal and subcutaneous injection. - Intravenous infusion and blood transfusion.	<ul style="list-style-type: none"> Lecture & discussion Demonstration 	5	4	
9.7. Specimen collection. - Stool collection - Urine collection - Blood collection - Sputum and CSF	<ul style="list-style-type: none"> Lecture & discussion Demonstration 	3	2	
9.8. Hospital admission, discharge, dying & deathcare. - Admission - Discharge - Dying & death	<ul style="list-style-type: none"> Lecture, discussion & role-play Demonstration 	3	2	

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

Clinical practice topics:

Oxygenation, nebulization and suctioning

Nutrition/Hydration

Wound care

Urinary elimination

Bowel elimination

Medication

Specimen collection

Death and dying care

Self-practice on history taking & head to toe physical examination			
1. Clinical orientation			
2. Ward round			
3. Case assignment			
4. Establishing nurse-client relationship			
5. Health assessment			

Daily activities: <ol style="list-style-type: none"> 1. Data collection and health assessment–History taking, physical assessment (Head to toe) 2. Pre-conference 3. Providing bed side care for an individual client emphasizing on basic nursing procedures according to nursing process 4. Individual reflection 5. Post-conference/group reflection special activities: 6. Special task assignment for an individual student to help meet the subject requirements 7. Selective clinical teachings based on students' interest and needs for skills 8. Group reflection and subject evaluation 			
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Suggested Reading Materials:

1. Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2016). *Fundamentals of Nursing*. Mosby.
2. Audrey, B., Geralyn, F., & Shirlee., S. (2016). *Kozier & Erb's fundamentals of nursing: concepts, practice, and process*. Pearson.
3. Taylor, C., Lynn, P., Bartlett, J. L. (2010). *Fundamentals of Nursing: The Art and Science of Person-Centered Care*, Lippincott Williams & Wilkins.
4. Weber, & Janet, R. (2015). *Health assessment in nursing*, Wolters Kluwer Health.
5. Wilkinson, J. M., Treas, L. S., Barnett, & K., Smith, M. (2015). *Fundamentals of Nursing*, F.A. Davis Company.
6. Taylor, C.R., Lillis, C., LeMone, P., Lynn, P., & LeBon, M. (2010). *Skill Checklists for Fundamentals of Nursing: The Art and Science of Nursing Care*. Lippincott Williams & Wilkins.

Pediatric Nursing

Subject code: B232
Theory : 64 hours (4 Credits)
Laboratory : 12 hours (.37 Credits)
Practical : 192 hours (4 Credits)

Goal: The aim of this subject is to equip knowledge and skills in providing care to pediatric clients with acute and chronic illness and be able to provide holistic care in prevention, promotion and maintenance of health of children in the context of family and community.

Learning Objectives: At the end of the subject students will be able to:

1. explain the concepts of pediatric nursing.
2. explain the common health problems of children in Bangladesh.
3. describe the concepts & domains of early childhood development.
4. explain the concept of pediatric health promotion and prevention.
5. describe the principles of sick children care with acute and chronic illness.
6. enumerate etiology, diagnosis, & clinical features of pediatric patients in acute and chronic disease conditions.
7. explain pathophysiology and management of pediatric patients in acute and chronic disease conditions.
8. demonstrate knowledge & skills on physical, psychosocial, developmental, nutritional & family assessment of sick children
9. understand & demonstrate the ability to conduct play course for sick children
10. explain pathophysiology, and management of pediatric patients in acute and chronic disease conditions
11. demonstrate knowledge & skills on physical, psychosocial, developmental, nutritional & family assessment of sick children
12. understand & demonstrate the ability to conduct play course for sick children
13. demonstrate knowledge & skills on special care of new born with congenital anomalies and high-risk baby.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Teaching Learning Activities:

1. Lecture
2. Laboratory practice
3. Demonstration
4. Discussion
5. Self-study
6. Problem- Based Learning

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1. Concept of Pediatric Nursing - Common health problems in Bangladesh - Prevalence of acute and chronic health problems in Bangladesh - Roles & responsibilities of a pediatric nurse	<ul style="list-style-type: none"> • Lecture • Discussion • Group work • Role play 	3		
2. Basic concepts of early childhood development - Early childhood development - Importance of early childhood development - Domains of development - Factors influence on development	<ul style="list-style-type: none"> • Lecture • Discussion • Group work • Case study 	3		
3. Nursing care of newborn with abnormal condition at Birth: - Hyper-bilirubinemia - Hemolytic disease of the newborn - Blood incompatibility - Neonatal seizure/Convulsion - Neonatal sepsis - Complication of Prematurity and Low Birthweight baby - Birth asphyxia	<ul style="list-style-type: none"> • Lecture • Discussion • Group work • Case study • Demonstration • Simulation 	6	4	

<ul style="list-style-type: none"> - Birth trauma - Cerebral Palsy - Necrotizing enterocolitis (NEC) 				
<p>4.Nursing care of newborn with congenital anomalies</p> <ul style="list-style-type: none"> - Congenital heart disease - Chromosomal abnormalities including Down's Syndrome - Hirschsprung's Disease - Meckel's diverticulum - Hydrocephalus - Encephalitis - Conjoined twin - Cleft lip - Cleft palate - T.E Fistula - Esophageal atresia - Gastroschisis - Omphalocele - Meningocele - Imperforated anus - Club foot - Spina bifida - Ankyloglossia 	<ul style="list-style-type: none"> • Lecture • Discussion • Group work • Case study • Demonstration • Simulation 	10		
<p>5.Growth and development</p> <ul style="list-style-type: none"> - Developmental milestones - Growth chart - Benefits of play course in child development 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play • Demonstration 	2		
<p>6.Child health promotion and disease prevention</p> <ul style="list-style-type: none"> - Nutrition - Sleep and activity - Dental health - Injury prevention - Pain management in Children 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play • Demonstration 	3		
<p>7.Principles of care of sick children</p> <ul style="list-style-type: none"> - Impact of illness on the child and family - Family-centered care of the child - Concept of family-centered care - Key elements of family-centered care 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Group work 	4		

<ul style="list-style-type: none"> - Strategy for family-centered care - Benefits of family-centered care 				
8. Health assessment of the child & family <ul style="list-style-type: none"> - A pediatric health history - Physical examination - Developmental assessment - Nutritional assessment - Family assessment 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming • Group work • Demonstration 	4	4	
9. Cardiovascular disorders <ul style="list-style-type: none"> - Acquired heart disease: <ul style="list-style-type: none"> - Rheumatic fever - Valvular heart disease - Carditis - Congestive heart failure 	<ul style="list-style-type: none"> • Lecture • Discussion • Case study • Demonstration • Simulation 	5	2	
10. Hematologic and lymphatic disorders <ul style="list-style-type: none"> - Hemophilia - Purpura - Thalassemia - Lymphoma 	<ul style="list-style-type: none"> • Lecture • Discussion • Case study • Demonstration • Simulation 	4	2	
11. Endocrine disorders <ul style="list-style-type: none"> - Juvenile hypothyroidism - Juvenile Diabetes Mellitus 	<ul style="list-style-type: none"> • Lecture • Discussion • Case study • Demonstration • Simulation 	2		
12. Autism: <ul style="list-style-type: none"> - Definition - Etiology - Risk factors - Clinical manifestation - Investigation -Management 	<ul style="list-style-type: none"> • Lecture • Discussion • Case study • Demonstration • Simulation 	2		
13. Nursing care of children with malnutrition <ul style="list-style-type: none"> - Assessment of physical signs of malnutrition. - Assessment of body mass index (BMI) - Interpreting laboratory results. - Assessment of the patient's nutritional history. - Treating underlying conditions. - Administration of parenteral nutrition. - Determination of the availability of 	<ul style="list-style-type: none"> • Lecture • Discussion • Case study • Role play 	2		

food. - Consultation on a dietician.				
14.Nursing care of children with acute and chronicinfection: - Naso pharyngitis, pharyngitis, tonsillitis - Croup - Pneumonia - Neonatal conjunctivitis - Otitis media - Measles - Tetanus - Dengue fever - Diarrhea - Malaria - Case scenario of a child with chronic infection	<ul style="list-style-type: none"> Lecture Discussion Case study Role play Simulation 	6		
15.Nursing care of the children with neurologicaldisorders - Febrile convulsion - Meningitis - Encephalitis - Seizure and Epilepsy	<ul style="list-style-type: none"> Lecture Discussion Group work Case study Role play 	4		
16.Nursing care of the high-risk newborn - Disinfecting hands - Keeping toys clear and avoiding crowdedplaces - Preventing infection through vaccination - Breast feeding	<ul style="list-style-type: none"> Lecture Discussion Brain storming Group work 	2		
17.IMCI including SCANU - 0 to 2 months protocol - 2 months to 5 years protocol	<ul style="list-style-type: none"> Lecture Discussion Group work Case study Role play Simulation 	2		

***Clinical practice 192 hours**

Time	Topic	Teaching-Learning Activities	Notes
Day-1	Subject orientation Ward orientation	<ul style="list-style-type: none"> • Discussion on subject syllables • Student write personal goal and commitment • Introduce students to ward staff and environment 	Teacher Ward in-charge/Nurse supervisor
Day-2 to the end of the subject	Clinical practice to meet the objectives of the subject - Clinical teaching; Drug calculation and administration to children - Health assessment and family assessment - Clinical conference; Selected interesting cases in the ward	<ul style="list-style-type: none"> • Assign cases: pediatric clients with acute and/or chronic conditions • Conduct play course as planned in the theory part. • Bedside teaching, demonstration • Conference led by the student: one at a time 	Ward in-charge/Nurse supervisor/ Instructor Instructor or ward in-charge on scheduled date

Suggested Reading Materials:

1. D. Parul. (2018), Pediatric Nursing. Jaypee Brothers
2. Hockenberry, M. J. Rodgers, C. C., & Wilson, D. M. (2016). Wong's Essentials of Pediatric Nursing. Mosby
3. Ball, J. W. (2017). Principles of pediatric nursing: Caring for children. Pearson Education.
4. Potts, N. L. & Mandleco, B.L. (2011). Pediatric Nursing: Caring for Children and Their Families. Delmar Cengage Learning.
5. Kyle, T. & Carman, S. (2012). *Essentials of Pediatric Nursing*. Lippincott Williams & Wilkins.

Medical and Surgical Nursing – I

Subject code:	B233
Theory	: 80 hours (5 Credits)
Laboratory	: 24 hours (.75 Credits)
Practical	: 288 hours (6 Credits)

Goal: Students will be able to demonstrate knowledge and skills in providing care to adult clients with medical and surgical problems and be able to provide holistic care.

Learning Objectives: At the end of the subject students will be able to:

1. explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
2. perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.
3. identify nursing diagnoses, list them according to priority and formulate nursing care plan.
4. perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders including emerging and re-emerging diseases.
6. identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. identify the drugs used in treating patients with medical surgical conditions.
10. plan and provide relevant individual and group education on significant medical surgical topics.
11. maintain safe environment for patients and the health care personnel in the hospital.
12. integrate evidence-based information while giving nursing care to patients.
13. identify and discuss the ethical, moral & legal issues related to the care of adults with acute & chronic illness.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Practice Part

1. Provide care to assigned cases 2-3 cases
2. Attend and actively participate in clinical conference
3. Submit a case study report
4. Practice as scheduled in the roaster, 100%
5. Perform practice procedures as specified in the checklist book

Teaching-Learning Activities:

1. Lecture and discussion,
2. Group assignment (group discussion and presentation):
3. Demonstration and practice session
4. Role play
5. Self-study
6. Case discussion

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Models
7. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
I. Introduction to medical and surgical Nursing <ul style="list-style-type: none"> - Evolution and trends of medical and surgical nursing - International classification of diseases - Roles and responsibilities of a nurse in medical and surgical settings - Outpatient department - In-patient unit 	<ul style="list-style-type: none"> • Lecture cum discussion • Role Play • Visit to outpatient, inpatient department, and intensive care unit 	2		

- Intensive care unit				
2.Introduction to medical and surgical asepsis <ul style="list-style-type: none"> - Inflammation and infection - Wound healing- stages, influencing factors - Wound care and dressing technique 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration and practice session 	3	2	
3.Concepts in nursing care for adults with acute and chronic illnesses <ul style="list-style-type: none"> - Nature of acute and chronic illness - Nurses' roles in care of adult clients - Ethical issues related to the care of adult clients 	<ul style="list-style-type: none"> • Lecture cum discussion 	2		
4.Nursing management of adult clients undergo surgical interventions and anesthesia <ul style="list-style-type: none"> - Pre-operative care - Intra-operative care - Anesthesia - Post-operative care 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice session, • Visit post-operative unit 	6	2	
5.Adult clients with alterations in integumentary system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of: <ul style="list-style-type: none"> - Review of anatomy and physiology of skin - History, physical, integumentary assessment, and diagnostic test - Skin infection - Acne, - Allergies - Eczema - Dermatitis - Psoriasis - Drug reactions and Steven Johnson's syndrome 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion 	6		
6.Adult clients with infectious diseases: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical,	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion 	7		

<p>and nursing management of:</p> <ul style="list-style-type: none"> - Dengue - Chicken pox - Cholera - Typhoid and paratyphoid fever - Leprosy - Chikungunya - COVID-19 				
<p>7. Adult clients with alterations in gastrointestinal system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> - Review of anatomy and physiology of gastrointestinal system - History, physical, gastrointestinal assessment, and diagnostic test - Peptic Ulcer - Gastrointestinal Bleeding - Inflammatory Bowel Disease: Ulcerative colitis and Crohn's disease/irritable bowel syndrome - Gastroenteritis - Diverticular Disease - Bowel Obstruction - Hemorrhoid and Hernia - Appendicitis - Hepatitis - Cirrhosis of liver - Cholecystitis - Cholelithiasis - Pancreatitis - Pre and Postoperative management of digestive & gastrointestinal surgery 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice session • Case discussion 	22	5	
<p>8. Adult clients with alterations in respiratory system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice session 	12	5	

<ul style="list-style-type: none"> - Review of anatomy and physiology of respiratory system - History, physical, respiratory assessment, and diagnostic test - Common upper Respiratory Infections - Chronic Obstructive Pulmonary Disease - Bronchitis, - Emphysema - Bronchiectasis - Asthma - Pneumonia - Pulmonary Tuberculosis - Pleural Effusion - Empyema - Lung Abscess - Postsurgical Management of Thoracic surgery - Intercostal drainage (ICD) care - Lung exercise 	<ul style="list-style-type: none"> • Case presentation 			
<p>9. Basic life support (BLS) and ethical considerations</p> <ul style="list-style-type: none"> - Recognition of emergency - Airway management - Rescue breathing - Chest compression - Principles of ethics in BLS 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice session 	2	4	
<p>10. Adult clients with alterations in nervous system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> - Review of anatomy and physiology of nervous system - History, physical, neurological assessment, and diagnostic test - Meningitis - Encephalitis - Neuritis - Epilepsy - Parkinson's disease - Increased intra-cranial pressure 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice session 	10	4	

<ul style="list-style-type: none"> - Cerebro-vascular accident (CVA) - Guillain-Barré syndrome - Rehabilitative care for clients with neurological deficits and health education for family caregivers: A case analysis - Pre and Postsurgical management of clients with neurological surgery 				
<p>11. Adult clients with alterations in endocrine system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> - Review of anatomy and physiology of endocrine system - History, physical, endocrine assessment, and diagnostic test - Hypothyroidism - Hyperthyroidism - Cushing's syndrome - Addison's disease - Diabetes mellitus - Diabetes insipidus 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice session 	8	2	

Clinical Practical Part = 288 hrs.

Clinical practice to meet the objectives of the subject clinical teaching:

- ICD Care
- CVA assessment tool
- Ventriculostomy care
- Colostomy care
- Glasgow Coma Scale (GCS)
- Blood transfusion
- Lumbar puncture
- Gastric gavage & lavage and others as appropriate clinical conference (Pre and Post): Selected interesting cases in the ward.

Students are required to practice and improve skills specified in the checklist book throughout the subject.

Suggested Reading Materials:

1. Hinkle, J.L., Cheever, K.H. & Overbaugh, K. (2021). Brunner & Suddarth's Textbook of Medical-Surgical Nursing, Lippincott Williams & Wilkins
2. Lewis, S. M. (2019). Lewis's medical-surgical nursing: Assessment and management of clinical problems, Mosby
3. Basavanthappa, B.T. (2015). Medical Surgical Nursing, Jaypee Brothers
4. Honan, L. (2018). Focus on adult health: medical-surgical nursing. Lippincott Williams & Wilkins.
5. Lynn, P. (2018). Skill Checklists for Taylor's Clinical Nursing Skills. Lippincott Williams & Wilkins.
6. White, L & Duncan, G. (2002). Medical- surgical Nursing: An Integrated Approach, Taylor & Francis.

Pharmacology

Subject code: B224
Theory : 40 hours (2.5 Credits)
Laboratory : 12 hours (.37 Credits)
Practical : 0 hours

Goal: The goal of this subject is to acquire knowledge about basic pharmacology and interaction of drugs.

Learning Objectives: At the end of the subject students will be able to:

1. explain general principles of drug action.
2. describe the common terminologies related to pharmacology.
3. list the national essential drugs and their preparation.
4. explain the classification, actions, adverse effects, and management of major drug classes including antibiotics and anti-parasitic, anti-inflammatory drugs, antipyretics and analgesics, anti-psychotic, anti-neo-plastics and immune-suppressive agents.
5. describe the effects of drug on body systems i.e., gastro-biliary, urinary, cardiovascular, endocrine, and nervous system.
6. analyze given case scenarios regarding common drug uses, its action, adverse effects, and management.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%

Teaching-Learning Activities:

1. Lecture and discussion,
2. Group assignment (group discussion and presentation):
3. Demonstration and practice session
4. Self-study
5. Case discussion

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & marker
5. Charts
6. Refrigerator
7. Sample of different forms of drug.

Contents	Teaching learning activities	T	L	P
1.Introduction to Pharmacology and branches of pharmacology: - Terminology	<ul style="list-style-type: none"> Lecture Discussion 	4		
2. National essential drugs	<ul style="list-style-type: none"> Lecture Discussion Brain storming Demonstration 	2	4	
3. Classification and form of preparation & drug calculation: -High alert medication - Principles of drug administration (ideo syncratic, long term drug toxicity). - Drug dose calculation based on surface assessment.	<ul style="list-style-type: none"> Lecture Discussion Group work Presentation Demonstration 	4	8	
4. Antibiotics - Classification - Action - Adverse effect and its management	<ul style="list-style-type: none"> Lecture Discussion Brain storming 	4		
5. Anti-parasitic drugs - Actions -Adverse effects and its management	<ul style="list-style-type: none"> Lecture Discussion Brain storming 	2		
6. Anti-inflammatory drugs - Actions -Adverse effects and its management	<ul style="list-style-type: none"> Lecture Discussion Brain storming 	2		
7. Antipyretics and analgesics - Non-opioids - Opioids - Actions - Adverse effects and its management	<ul style="list-style-type: none"> Lecture Discussion Brain storming 	4		
8.Drug affecting gastro-biliary system - Actions - Adverse effects of drugs and its management	<ul style="list-style-type: none"> Lecture Discussion 	2		
9.Drug affecting urinary system - Actions - Adverse effects of drugs and its management	<ul style="list-style-type: none"> Lecture Discussion 	2		

10. Drug affecting cardio-vascular system - Actions - Adverse effects and its management	• Lecture • Discussion	2		
11. Drug affecting respiratory system - Actions - Adverse effects and its management	• Lecture • Discussion	2		
12. Drug affecting endocrine system - Actions - Adverse effects and its management	• Lecture • Discussion	2		
13. Drug affecting nervous system - Actions - Adverse effects and its management	• Lecture • Discussion	2		
14. Drug affecting anti-psychotic drugs - Actions - Adverse effects and its management	• Lecture • Discussion	2		
15. Drug affecting anti-neoplastic drugs - Actions - Adverse effects and its management	• Lecture • Discussion	2		
16. Drug affecting immunosuppressive agents - Actions - Adverse effects and its management	• Lecture • Discussion	2		

Suggested Reading Materials:

1. Willihnganz, M. Gurevitz, S. & Clayton, B. (2019). Clayton's Basic pharmacology for nurses, St. Louis, MO: Mosby Elsevier.
2. Adams, M. P., Holland, N., & Urban, C. Q. (2020). Pharmacology for nurses. Pearson education, Inc.
3. Karch, A. M. (2009). Focus on Nursing Pharmacology. Lippincott Williams & Wilkins.
4. Barber, P. (2020). Essentials of Pharmacology for Nurses. McGraw-Hill Education.
5. Tripathi, K. D. (2018). Essentials of Medical Pharmacology. Jaypee Brothers Medical Publishers.

Traumatology and Orthopedic Nursing

Subject code: B235
Theory : 80 hours (5 Credits)
Laboratory : 12 hours (.37 Credits)
Practical : 192 hours (4 Credits)

Goal: The goal of this subject is to acquire knowledge and develop skill regarding Traumatology & Orthopedic Nursing.

Learning Objectives: At the end of the subject students will be able to:

1. explain the concept of traumatology and orthopedic nursing.
2. describe the concept of immobility; nurses' roles and interventions and education in preventing musculoskeletal injuries.
3. maintaining and restoring health of traumatology and orthopedic clients using client- centered and holistic care in the context of family and community.
4. demonstrate the knowledge regarding theory and practice in providing care to clients with fracture and dislocation, orthopedic surgery, autoimmune and inflammatory and degenerative disorders, infections, and neoplasm.
5. apply the use of immobilization modalities
6. apply the use of orthopedic devices.
7. demonstrate the ability to provide client centered and holistic nursing care of trauma and orthopedic clients and their families.
8. explain the ethical and legal consideration in care of trauma and orthopedic clients.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Practice Part

1. Provide care to assigned cases 2-3 cases/day and assist SSN to care for other cases in the ward(s) (students should continue to care for the assigned cases throughout the week)
2. Attend and actively participate in clinical conference with SSNs, nursing supervisors, and nursing instructor(s) as scheduled
3. Submit 2 case study reports, one case with fracture/dislocation (s), another case with anytype of orthopedic condition(s)
4. Conduct and submit 2 case studies for

- a. Selected case assignment regarding issues related to improving self-care ability of orthopedic clients and involve family member participation (individual work)
- b. Group of clients composed of visitors of orthopedic patients regarding injury prevention and safety (group work)
5. Practice as scheduled in the roster, 100%
6. Perform practice procedures as specified in the checklist book

Teaching Learning Activities:

1. Lecture cum discussion
2. Brain storming
3. Group discussion
4. Role play
5. Demonstration
6. Clinical teaching
7. Case study

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Bones, models

Contents	Teaching learning activities	T	L	P
1.Introduction to traumatology and orthopedic nursing <ul style="list-style-type: none"> - Review of anatomy and physiology of the musculoskeletal system - Concept of traumatology and orthopedic nursing - Common orthopedic problems: Acute and chronic conditions - Psychosocial and spiritual aspects - Roles and responsibilities of orthopedic nurses 	<ul style="list-style-type: none"> • Review • Brain storming • Lecture cum discussion • Group discussion and presentation • Quiz 	10		
2.Immobility <ul style="list-style-type: none"> - Definition 	<ul style="list-style-type: none"> • Brain storming • Lecture cum 	4		

<ul style="list-style-type: none"> - Causes - Adverse effects - Risks and risk assessment - Prevention and management of adverse effects 	<ul style="list-style-type: none"> discussion • Assignment • Quiz • VAL 			
3.Fracture and dislocation <ul style="list-style-type: none"> - Terminology - Types of fracture and dislocation - Mechanisms of injury and Pathophysiology - Complications 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion • Assignment • VAL 	4		
4.Nursing management of clients with fracture and/or dislocation <ul style="list-style-type: none"> - Closed treatments: <ul style="list-style-type: none"> - Closed reduction - Open treatments: <ul style="list-style-type: none"> - Open reduction - Internal fixation - Open fracture - Nursing management of fracture and dislocation 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion • Group discussion • Presentation • VAL 	10		
5.Nursing management of clients undergoing orthopedic surgery <ul style="list-style-type: none"> - Common orthopedic surgery - Fixation - Amputation - Joint fusion (arthrodesis) - Joint replacement (arthroplasty) - Skin grafting - Preoperative care - Postoperative care 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion • VAL • Demonstration • Case study 	10	4	
6.Immobilization <ul style="list-style-type: none"> - Definition - Purposes - Types - Indications - Adverse health effects - Nursing management 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Written Assignment • Quiz 	6	4	
7.Use of orthopedic devices <ul style="list-style-type: none"> - Casts and splints - External fixators - Traction (skin, skull, skeletal) - Nursing management 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Role play • VAL 	6	4	

8.Nursing management of clients with Rheumatoid arthritis: Etiology, Pathophysiology, signs and symptoms, treatment, and nursing management	<ul style="list-style-type: none"> Brain storming Lecture cum discussion 	4		
9.Nursing management of clients with Osteoarthritis: Etiology, Pathophysiology, signs and symptoms, treatment, and nursing management	<ul style="list-style-type: none"> Brain storming Lecture cum discussion Case scenario Case study 	4		
10.Nursing management of clients with Osteomyelitis and septic arthritis: Etiology, Pathophysiology, signs and symptoms, treatment, and nursing management	<ul style="list-style-type: none"> Lecture cum discussion Case scenario Case study 	6		
11.Nursing management of clients with Sarcoma and metastatic bone diseases: Etiology, pathophysiology, signs and symptoms, treatment, and nursing management	<ul style="list-style-type: none"> Brain storming Lecture cum discussion Case study 	6		
12.Holistic care of orthopedic clients: A case study <ul style="list-style-type: none"> Bio-psychosocial, spiritual being of an individual The family and the community Patient and family needs/problems Nursing concerns and interventions Legal and ethical considerations 	<ul style="list-style-type: none"> Lecture cum discussion Group assignment Presentation 	6		
13.Pain <ul style="list-style-type: none"> Definition Nursing management Patient education (self-care and exercise promotion) Range of motion (ROM) Rehabilitation 	<ul style="list-style-type: none"> Lecture cum discussion Demonstration 	4		

Clinical Practical Part = 192 hrs.

<p>Clinical practice to meet the objectives of the subject</p> <p>Clinical teaching:</p> <ul style="list-style-type: none"> - Bandaging - Use of different types of orthopedic devices - Positioning - Range of motion (ROM) - and others as appropriate - Clinical conference: Selected interesting cases in the ward
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Students are required to practice and improve skills specified in the checklist book throughout the subject.

Suggested Reading Materials:

1. Halstead, J. A., & Stoten, S. (2010). *Orthopedic nursing: Caring for patients with musculoskeletal disorders*. Bridgewater: Western Schools.
2. Clarke, S., & Drozd, M. (Eds.). (2023). *Orthopaedic and trauma nursing: An evidence-based approach to musculoskeletal care*. John Wiley & Sons.
3. Thompson, S. R., & Zlotolow, D. A. (2011). *Handbook of Splinting and Casting*. Elsevier Health Sciences.

Nutrition and Biochemistry

Subject code: B226
Theory : 40 hours (2.5 Credits)
Laboratory : 12 hours (.38 Credits)
Practical : 48 hours (1 Credit)

Goal: The goal of this subject is to acquire knowledge on nutrition in relation to maintenance of health and prevention of nutritional deficits and nutritional related health problems.

Learning Objectives: At the end of the subject students will be able to:

1. explain the concept of food, nutrition and nutrients
2. identify the importance of nutrition in health and wellness.
3. explain the principles and practices of nutrition
4. identify nutritional needs of different age groups and plan a balanced diet for them.
5. plan therapeutic diet for individual patients
6. prepare meals using different methods and cookery rules.
7. explain common nutrition related health problems of Bangladesh.
8. describe the methods of nutritional assessment.
9. explain the food hygiene & process of food preservation
10. describe the basic concepts of biochemistry.
11. explain the functions & importance of biochemistry.
12. explain the metabolism of carbohydrates, fat and protein
13. describe clinical enzymology.
14. describe Acid Base balance.
15. explain Fluid & electrolytes.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Teaching Learning activities

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

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1.Introduction to Nutrition Concept <ul style="list-style-type: none"> - Definition of Nutrition and Health - Malnutrition - Role of Nutrition in maintaining health - Factors affecting food and nutrition Nutrients <ul style="list-style-type: none"> - Classification - Macro & Micronutrients - Organic & Inorganic - Energy Yielding & Non-Energy Yielding Food <ul style="list-style-type: none"> - Classification – Food groups - Origin Energy <ul style="list-style-type: none"> - Unit of energy – Kcal - Basal Metabolic Rate (BMR) - Factors affecting BMR 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion • Charts/Slide 	4		
2.Macronutrients Carbohydrates <ul style="list-style-type: none"> - Definition, classification and composition - Dietary sources - Functions - Recommended Daily Allowance (RDA) Proteins <ul style="list-style-type: none"> - Definition, classification and composition - Dietary sources - Functions - Amino acids 	<ul style="list-style-type: none"> • Lecture cum discussion • Charts/Slides Models • Display of food items 	8		

<ul style="list-style-type: none"> - Recommended Daily Allowance (RDA) - Definition, classification and composition - Dietary sources - Functions - Fatty acids - Recommended Daily Allowance (RDA) 				
3.Micronutrients- <ul style="list-style-type: none"> - Definition, classification and composition - Dietary sources - Functions - Recommended Daily Allowance (RDA) 	<ul style="list-style-type: none"> • Lecture cum discussion • Charts/Slides • Models • Display of food items 	2		
4.Balanced diet <ul style="list-style-type: none"> - Definition, principles, components and importance. - Menu planning - Calculation of nutritive value of foods 5.Human needs of Nutrients across life span <ul style="list-style-type: none"> - Diet plan for different age groups - Infant, Children, adolescents and elderly - Diet in pregnancy and lactation - Anemia in pregnancy 	<ul style="list-style-type: none"> • Brain storming • Lecture cum discussion • Demonstration • Menu planning • Slides /charts 	4		
6.Nutrition related health problem <ul style="list-style-type: none"> - Protein energy malnutrition - Childhood obesity - Vitamin deficiency disorders - Mineral deficiency diseases 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Charts/video • Role play • Brain storming • Presentation 	4		
7.Therapeutic diets <ul style="list-style-type: none"> - Definition, Objectives, Principles - Modifications –Consistency, Nutrients - Feeding techniques. - Diet in Diseases –Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders, 	<ul style="list-style-type: none"> • Lecture cum Discussion • Menu planning • Brain storming • Lab session on: • Preparation of therapeutic diet for different 	2	6	

Constipation, Diarrhea, Pre- and Post-operative period	<ul style="list-style-type: none"> categories Helping clients to eating/feeding 			
8. Cooking rules, preservation of nutrients and Food safety <ul style="list-style-type: none"> - Cooking – Methods, Advantages and Disadvantages - Preservation of nutrients - Measures to prevent loss of nutrients during preparation - Safe food handling and Storage of foods - Food preservation - Food adulteration - Food safety importance - Food safety regulatory measures in Bangladesh - Five keys to safer food 	<ul style="list-style-type: none"> Lecture cum discussion Group discussion charts /slides Poster presentation Field visit (dietary department) 	2		
9. Dietary patterns and nutrition related to health and illness <ul style="list-style-type: none"> - Culture - Residential area: urban vs rural - Economic status (low, middle, high) - Family education - Food availability and distribution - Religion - Rituals - Personal factors: preference, age, gender, health status 	<ul style="list-style-type: none"> Lecture cum discussion Charts /Slides Presentation Group discussion 	2		
10. Nutrition assessment and nutrition education <ul style="list-style-type: none"> - Objectives of nutritional assessment - Methods of assessment –clinical examination, anthropometric assessment, assessment of dietary intake - Nutrition education –purposes, principles and methods 	<ul style="list-style-type: none"> Lecture cum discussion Demonstration Writing nutritional assessment report Health education session Field trip Clinical teaching 	4	6	
11. Concepts of Biochemistry (branches, scope, functions, importance) 12. Digestion, absorption, metabolism and significance of Carbohydrates, Proteins and Fats	<ul style="list-style-type: none"> Lecture cum discussion Charts and slide presentation 	4		

13. Enzymes (definition, types, enzymatic tests of various diseases). 14. Acid base balance (definition, pH, and acid base disorders) 15. Fluid and electrolytes (components, values, effects) 16. Genetics (Gene, DNA, RNA, Chromosome, Autosomal dominant inheritance, Genetic change, Mutation, X linked inheritance, Mitochondrial DNA inheritance)	<ul style="list-style-type: none"> Lecture cum discussion Charts & slide presentation 	4		
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Clinical practice topics	Teaching learning activities
Clinical Practice part: 48 hours Clinical practice to meet the objectives of the subject <ul style="list-style-type: none"> Observing food and food service in the hospital ward assisting patient to eat and also visit hospital kitchen. Observing how nurses provide tube feeding in the hospital setting and students will provide tube feeding accordingly Visit the nutrition related institute Arrange a food fair. 	<ul style="list-style-type: none"> Arrange the student to visit and observe food service department and hospital ward and write-up a report. Observe the students during tube feeding practice to the patients. Food Fair

Suggested Reading Materials:

- Shubhangini, A. J. (2015). Nutrition and dietetics. McGraw-Hill.
- Best, C. (2008). Nutrition: A Handbook for nurses. John Wiley & Sons.
- Supriya, V. (2017). Clinical Nutrition and Dietetics Manual for Nurses. Jaypee Medical Publishers, India.
- Sharma, M. (2017). Textbook of Nutrition. CBS Publishers & Distributors Pvt. Ltd, India.
- Clement, I. (2015). Textbook on Nutrition and Dietetics: For Post Basic BSN Nursing Students. Jaypee Brothers Medical Publishers.

Laws, Ethics and Forensic Nursing

Subject code: B237
Theory : 32 hours (2 Credits)
Laboratory : 0 hours
Practical : 48 hours (1 Credit)

Goal: The goal of this subject is to learn about forensic science, laws and ethics used in nursing practice.

Learning Objectives: At the end of the subject students will be able to:

1. describe professionalism in nursing, ethics, bioethics and forensic nursing.
2. discuss on profession and professionalism, professional code of conduct.
3. demonstrate the role and responsibilities in providing compassionate care in the health care setting.
4. explain the basic concepts and principles of ethics and bioethics, dilemmas in nursing and health care.
5. analyze ethical and legal issues in the professional nursing practice, and patient's rights.
6. discuss the importance of forensic nursing and significance of evidence-based investigations.
7. explain ethical dilemmas and challenges in forensic nursing.
8. discuss emerging issues in forensic nursing in Bangladesh.

Subject Requirements:

1. Class attendance: 85%
2. Practice attendance: 100%

Teaching Learning Activities

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

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1.Introduction to Ethics, Healthcare Laws and Forensic Nursing - Definition of ethics and code of ethics, Importance of code of ethics and professional conduct, elements of code of ethics, Nurses and the profession and Forensic Nursing. - Ethical Principles. - Description of professional conduct and Principles of Professional Conduct	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		
2.Introduction to Ethics and Bioethics - Definition of ethics and bioethics, - Importance of ethics and bioethics, - Ethical principles applied to nursing: - Advocacy - Autonomy/Freedom of choice - Beneficence - Care without discrimination. - Confidentiality - Fidelity - Integrity - Justice - Moral courage - Non-maleficence - Respect for dignity - Respect for self-worth - Respect to patients, - Self-determination - Veracity	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		

<p>3. Professional Considerations in Nursing:</p> <ul style="list-style-type: none"> ▪ Legal and Ethical Issues: <ul style="list-style-type: none"> - Nursing as a profession – Characteristics of a professional nurse. - Nursing practice – philosophy, aim and objectives. ▪ Professional ethics: <ul style="list-style-type: none"> - Practice standards for nursing – BNMC & ICN - International Council for Nurses (ICN) ▪ Legal aspects in nursing practice: <ul style="list-style-type: none"> - Protection of patient rights, - Legal system related to nursing practice, such as tort law & liabilities law, rules and regulations and allied legal issues, - Laws related to nursing practice, such as negligence, malpractice, breach, and penalties, - Invasion of privacy, and defamation of character, name and fame, - Nursing regulatory system, such as registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner and specialist nursing practice and allied practice. 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		
<p>4. Professionalism</p> <ul style="list-style-type: none"> - Definition of professionalism - Concepts and characteristics, attributes and indicators of professionalism, - Challenges and obstacles of professionalism, - Personal identity vs professional identity, - Preservation of self-integrity, - Communication & Relationship with team members, Respectful communication and relationship, - Ensuring relevant interests for ethical 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		

<p>decision making,</p> <ul style="list-style-type: none"> - Professional relationship with patients, family members, and the community. - Maintenance of high standard of professional ethics, - Adherence to laws, rules, regulations, policy and procedures. - Refrain from misleading patient about information and falsifying records. 				
<p>5. Professional Conduct</p> <ul style="list-style-type: none"> - Following ethical principles - Adhering to policies, rules and regulation of the institutions - Professional etiquettes and behaviors - Professional grooming: Uniform, Dress code - Professional boundaries: Professional relationship with the patients' caregivers and team members. 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		
<p>6. Values</p> <ul style="list-style-type: none"> - Definition of value - Characteristics of value - Clarification of value - Personal and professional values - Professional socialization: Integration of professional values with personal values. <p>Values of Professional Conduct:</p> <ul style="list-style-type: none"> - Caring - Compassionate - Dignity - Empathy - Equity - Excellence - Respect - Responsiveness - Trustworthiness. ▪ Values of Professional Conduct - Cultural and Ethical aspect of Nursing 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		

<ul style="list-style-type: none"> - Nurses' ethical behaviors - Patient Rights & Responsibilities 				
<p>7. Principles of Professional Conduct:</p> <ul style="list-style-type: none"> - Imply the quality of practice - Professional responsibility and accountability, - Respect for the dignity of the person seeking care - Standard of conduct - Standard of professional conduct <p>7.1. Standards of professional conduct:</p> <ul style="list-style-type: none"> - Act with integrity - Adhering to policies, rules and regulation of the institutions. - Collaboration with others. - Following ethical principles. - Imply the quality of practice. - Professional etiquettes and behaviors - Professional relationship with the patients, caregivers and team members. - Professional responsibility and accountability. - Trust and confidentiality. - Values of act with integrity. - Values of collaboration with others. - Values of the quality of practice. - Values of trust and confidentiality. 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		
<p>8. Cultural and Ethical aspect of Nursing</p> <ul style="list-style-type: none"> - Understanding of culture and ethics. - Importance of culture and ethics in nursing. - Advantages and disadvantages of culture and nursing ethics. - Relationship between culture and nursing ethics. - Delivery of nursing care within the healthcare settings and systems. - Nurses' ethical behaviors and accountability, - Uphold the patient rights & responsibilities 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		

<p>9.Regulatory body</p> <ul style="list-style-type: none"> ▪ Bangladesh Nursing and Midwifery Council (BNMC) - Vision, Mission, Goal, Objectives and Functions. - Professional ethics, Ethical practice, and Nursing ethics and codes. - Code of conducts, regulations and professional standards set by the BNMC, - Legislation affecting nursing profession, - Nursing ethics and practice, and right of the people and professional standards. ▪ Application of the code: <ul style="list-style-type: none"> - What the code does not do, - Implementation, - Provision of improvement, - Interpretation, - Dissemination, and - Sanctions. ▪ Declaration: <ul style="list-style-type: none"> - Declaration required prior to registration. - Each applicant must read, understand and sign the declaration form provided by the Bangladesh Nursing and Midwifery Council. <p>9.1. Professional Organizations of Nurses, Midwives and Students</p> <ul style="list-style-type: none"> - Bangladesh Nurses Association (BNA), - Bangladesh Midwifery Society (BMS), - Bangladesh Diploma Nurses' Association (BDNA) - Student Nurses Association (SNA), <p>9.2. International Association:</p> <ul style="list-style-type: none"> - International Council of Nurses (ICN) and International Confederation of Midwives (ICM) - 	<ul style="list-style-type: none"> - Lecture - Discussion - Brain storming 	<p>4</p>		
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<p>10. Most Common Violations of Ethical Issues</p> <ul style="list-style-type: none"> - Violations of patient privacy, - Failure to promote a safe healthcare environment, - Ethical dilemmas regarding informed consent, - Lack of professional growth, - Allowing personal biases and/or beliefs to interfere with patient care. - Failure to report suspected impairment of a coworker/peer, - Withholding important information from patients about their health, - Avoiding action against questionable practices, - Not accepting responsibility for one's judgment and nursing actions, - Delegating assignments to the appropriate person. - Social Justice (meaning, elements, types, principles, scope, needs and barriers) 	<ul style="list-style-type: none"> - Lecture - Discussion - Brain storming 	2		
<p>11. Ethical issues and ethical dilemma</p> <p>Common ethical problems:</p> <ul style="list-style-type: none"> - Conflict of interest, - Paternalism, - Deception, - Privacy and confidentiality, - Valid consent and refusal, - Allocation of scarce nursing resources, - Conflicts concerning new technologies, - Whistle-blowing. 	<ul style="list-style-type: none"> • Lecture • Group discussion • Brain storming 	2		
<p>12. Ethical decision-making process</p> <ul style="list-style-type: none"> - Assess the situation (collect information) - Identify the ethical problems - Identify the alternative decisions - Choose the solution to the ethical decision - Implement the decision 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		

<ul style="list-style-type: none"> - Evaluate the decision <p>12.1.Roles and responsibilities of Ethics Committee:</p> <ul style="list-style-type: none"> - Investigate the challenges, - Clinical decision making, - Research, - Recording and reporting 				
<p>13.Forensic Science:</p> <ul style="list-style-type: none"> - Introduction to Forensic Science - History and development - Definition of Forensic Science - Scope of practice - Principles - Services provided by Forensic Nurses - Concepts & Features - Importance of Forensic nursing - Domain of forensic nursing - Ethical issues in forensic nursing - Legal aspect of Forensic nursing - Role and responsibility of Forensic Nurses - Common Forensic Challenges: Gender Based Violence, Ethical Practices, Vulnerable populations, Sexual Abuse, Abuse of Elder People, Death Investigation, Evidence Collection, DNA, Photography, Internet Crimes, Human Trafficking, Sexual Assault, Clinical Management of Rape(CMR) and Examinations, Trial, Testimony and Reporting. 	<ul style="list-style-type: none"> • Lecture • Brain storming • Group discussion 	4		
<p>14.Forensic Issues</p> <ul style="list-style-type: none"> - Principles, concepts & features of Forensic Nursing - Importance of Forensic Nursing - Domain of forensic nursing - Ethical issues in forensic nursing - Legal aspect of Forensic nursing - Scope of practice for Forensic Nurses - Role and responsibility of Forensic 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		

<p>Nurses</p> <ul style="list-style-type: none"> ▪ Common Challenges of Forensic Nurses: <ul style="list-style-type: none"> - Gender Based Violence, - Ethical Practices, - Vulnerable populations, - Sexual Abuse, - Abuse of Elder People, - Death Investigation, - Evidence Collection, - DNA (Deoxyribonucleic acid) Sequencing, - Photography, - Internet Crimes, - Human Trafficking, - Sexual Assault, - Clinical Management of Rape (CMR), - Examinations, - Trial and Testimony, - Recording and Reporting. 				
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Suggested Reading Materials:

1. Tingle, J., & Cribb, A. (2020). *Nursing law and ethics*. Blackwell Science Ltd, Oxford.
2. Kjervik, D. K., & Brous, E. A. (2010). *Law and ethics in advanced practice nursing*. Springer Publishing Company.
3. Buka, P. (2020). *Essential law and ethics in nursing: Patients, rights and decision-making*. Routledge.
4. Black, B. P. (2016). *Professional nursing: concepts & challenges*. Saunders
5. Amar, A., & Sekula, L. K. (2015). *A practical guide to forensic nursing: incorporating forensic principles into nursing practice*. Sigma Theta Tau.
6. Lynch, V. A., & Duval, J. B. (2010). *Forensic nursing science*. Elsevier Health Sciences.
7. Bader, D. M. G. & Gabriel, L.S. (2009). *Forensic nursing: A concise manual*. CRC Press.
8. Pyrek, K. M. (2006). *Forensic nursing*. CRC Press.
9. Parashar. U. (2022). *Introduction to Forensic Nursing and Indian Laws*. Jain Publications, Rajasthan.

Third year

Geriatric Nursing

Subject code: B331

Theory : 48 hours (3 Credits)

Laboratory : 12 hours(.37Credit)

Practical : 96 hours (2 Credits)

Goal: Students will be able to demonstrate knowledge, attitude and skills in providing holistic care for elder clients and their families in various health care situations and settings.

Learning Objectives: At the end of the subject students will be able to:

1. explain the demographic trends in aging people of Bangladesh.
2. describe the concept of geriatric nursing and over view of common aging changes.
3. describe the theories related to aging people.
4. describe the common health problems of elder population in Bangladesh
5. identify the common health problems of elder population in Bangladesh.
6. explain the health promotion and illness prevention strategies for older/senior client.
7. apply nursing process in providing holistic nursing care for elderly clients with common and specific health problems.
8. assess and analyze the issues and trends in providing care for older clients.
9. practice geriatric nursing skills in various health care situations and settings.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Teaching-Learning Activities:

1. Lecture and discussion
2. Demonstration
3. Role play
4. Small group discussion
5. Clinical case presentation
6. Simulation

7. Case study
8. Field visit.

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1. Introduction to geriatric nursing <ul style="list-style-type: none"> - Elder population in Bangladesh - Demographic Trends (Life Expectancy, Morbidity & Mortality) - Overview of health policy related to the eldercare 	<ul style="list-style-type: none"> • Lecture • Discussion 	4		
2. Concept of geriatric nursing <ul style="list-style-type: none"> - Nursing and the elderly - Health care setting and services for the elderly - Nurse's roles in elderly care & attitude towards elderly care 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
3. Overview of common aging changes	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
4. Theories of Aging <ul style="list-style-type: none"> - Theories related to aging people 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
5. Common health problems of elder population in Bangladesh	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
6. Care of elderly with specific problems <ul style="list-style-type: none"> - Falls in the elderly - Mobility problems - Musculoskeletal problems - Incontinence & elimination problems - Neurological problems - Respiratory problems - Cardiovascular problems - Endocrine problems - Sensory problems 	<ul style="list-style-type: none"> • Lecture • Discussion • Group assignment • Presentation • Demonstration 	10	6	
7. Concept of healthy aging <ul style="list-style-type: none"> - Importance of healthy aging 	<ul style="list-style-type: none"> • Lecture • Discussion 			

<ul style="list-style-type: none"> - Healthy aging differs from active aging - Factors of the healthy aging - Pillars of healthy ageing - Strategies of promoting healthy ageing 	<ul style="list-style-type: none"> • Group assignment • Presentation 	8		
8. Concept of integrated care of older people <ul style="list-style-type: none"> - Model of integrated care of older model 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
9. Health promotion and illness prevention strategies for older/senior client <ul style="list-style-type: none"> - Concepts of health promotion and illness prevention strategies for older people - Activity and exercise - Nutrition and elimination - Sleep and rest - Safety (include medication) - Psychological well-being and spirituality 	<ul style="list-style-type: none"> • Lecture • Discussion • Group assignment • Presentation • Demonstration 	8	2	
10. Nursing process in providing holistic nursing care for elderly clients with common and specific health problems <ul style="list-style-type: none"> - Nursing process in elderly care - Holistic geriatric care 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play • Demonstration 	2	4	
11. Geriatric care issues <ul style="list-style-type: none"> - Coping with chronic illness - Family role and elderly care - Death and bereavement in old age - Elder abuse 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play 	6		

Clinical Practice part: 1 (96 hrs.)

Number of hours	Topic	Teaching learning activities
Day 1	Subject orientation Ward orientation <ul style="list-style-type: none"> - Clinical practice to meet the objectives of the course 	<ul style="list-style-type: none"> • Discussion on Course syllabus •
Day 2 to the end of the clinical practice	Clinical teaching: <ul style="list-style-type: none"> - Fall prevention - Skin protection & skin care - Incontinence and elimination 	<ul style="list-style-type: none"> • Introduce students to ward staff, nurses or old home nurses and environment

	problem and management - Therapeutic relationship with elderly client Clinical conference: - Selected interested cases in the old home and geriatric ward	<ul style="list-style-type: none"> • Assign cases • Bedside teaching Conference led by the students
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Suggested Reading Materials:

1. Mauk, K. L. (2022). *Gerontological nursing: competencies for care*. Jones & Bartlett
2. Eliopoulos, (2018). *Gerontological nursing*. Lippincott Williams & Wilkins.
3. Tabloski, P. A. (2018). *Gerontological Nursing: The Essential Guide to Clinical Practice*. Pearson
4. Kennedy-Malone, E.G., Laurie, & Duffy (2022). *Advanced Practice Nursing in the Care of Older Adults*. A. Davis Company

Mental Health and Psychiatric Nursing

Subject code: B332
Theory : 64 hours (4 Credits)
Laboratory : 0 hours
Practical : 192 hours (4 Credits)

Goal: The goal of the subject is to gain knowledge and develop skills in caring for clients with mental health and psychiatric problems in psychiatric nursing within an individual family and community context.

Learning Objectives: At the end of the subject students will be able to:

1. explain the introduction to psychiatric nursing and mental health.
2. describe the bio-psychosocial theories of mental health and illness; determinants of mental illness; cultural and socioeconomic
3. demonstrate the abilities to assess mental health and psychiatric problems
4. describe the psychotherapeutic
5. explain theory and practice in providing nursing care to individuals experiencing emotional crises and/or acute chronic psychiatric illnesses within the context of their families and
6. identify and discuss the ethical issues relevant to the care of clients with psychiatric and mental health problems in public and private systems of care for mental health promotion, restoration, and rehabilitation.
7. demonstrate a therapeutic nurse-client relationship as well as communication with patients experiencing psychiatric
8. practice psychiatric nursing skills and health education for mental health promotion, restoration, and rehabilitation in Bangladesh.

Subject Requirements:

1. Class attendance: 85%
2. Practice attendance: 100%

Teaching-Learning Activities:

1. Lecture and discussion
2. Role play
3. Small group discussion
4. Clinical practice
5. Clinical case presentation
6. Clinical teaching
7. Simulation
8. Case study

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1.Introduction to Psychiatric Nursing and Mental Health -The Principles and Concepts of Psychiatric Nursing and Their Importance -Mental Health -Determinants of mental health -Mental Health Illness Continuum -Determinants of mental illness -Cultural and socioeconomic factors related to mental health care -Ethical and legal issues -The basic rights of a mentally ill person -Psychiatric nursing process	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	6		
2.Concept of bio-psycho-social model of mental health and illness -Biological model -Social model -Psychoanalytic model -Interpersonal model	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	4		
3.Mental Health Assessment -History taking -Mental status examination -Mini-mental status examination -Neurological examination -Investigations: Related Blood Chemistry, EEG, CT, and MRI -Psychological tests	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	4		
4.Psychotherapeutic modalities -Psychopharmacology -Electroconvulsive Therapy (ECT) -Psychological Therapies:	<ul style="list-style-type: none"> • Lecture • Discussion • Video clip 	4		

<p>Psychotherapy, Behavior Therapy, and CBT</p> <ul style="list-style-type: none"> -Psychosocial: group therapy, family therapy, recreational therapy, occupational therapy. -Alternative and complementary therapy: Yoga, meditation and relaxation. 				
<p>5.Therapeutic Communication</p> <ul style="list-style-type: none"> -Definition -Purpose -Techniques -Key elements 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
<p>6.Schizophrenia and other psychotic disorders</p> <ul style="list-style-type: none"> -Definition -Etiology -Signs and symptoms -Nursing management -Treatment modalities of patients with Schizophrenia 	<ul style="list-style-type: none"> • Lecture • Discussion • Video clip 	2		
<p>7.Mood disorders</p> <ul style="list-style-type: none"> -Definition -Classification -Etiology -Signs and symptoms -Nursing management -Treatment modalities of patients with mood disorders 	<ul style="list-style-type: none"> • Lecture • Discussion • Video clip 	2		
<p>8.Anxiety disorders</p> <ul style="list-style-type: none"> -Definition -Classification -Etiology -Signs and symptoms -Nursing management -Treatment modalities of patients with anxiety disorders 	<ul style="list-style-type: none"> •Lecture •Discussion •Video clip 	4		
<p>9.Psychosomatic illnesses and somatoform disorders</p> <ul style="list-style-type: none"> -Definition -Etiology -Signs and symptoms -Nursing management -Treatment modalities of patients with 	<ul style="list-style-type: none"> •Lecture •Discussion •Video clip 	4		

psychosomatic illnesses and somatoform disorders				
10. Obsessive Compulsive Disorder (OCD) - Definition - Etiology - Signs and symptoms - Nursing management - Treatment modalities of patients with obsessive compulsive disorder (OCD)	• Lecture • Discussion • Video clip	4		
11. Delirium and Dementia - Definition - Etiology - Signs and symptoms - Nursing management - Treatment modalities and nursing management of patients with - Treatment modalities of patients with delirium, dementia	• Lecture • Discussion • Video clip	2		
12. Drugs and substances abused disorders - Definition - List of common drugs and substances which are abused - Etiology - Signs and symptoms - Detrimental effects of drugs and substances abused - Nursing management - Treatment modalities of patients with drugs and substances abused disorders	• Lecture • Discussion • Video clip	4		
13. Sexual disorders - Definition - Classification - Etiology - Signs and symptoms - Nursing management - Treatment modalities of patients with sexual disorders	• Lecture • Discussion • Video clip	4		
14. Autism and attention deficit hyperactive disorders - Definition - Etiology	• Lecture • Discussion • Video clip	4		

-Signs and symptoms -Nursing management -Treatment modalities of patients with autism and attention deficit hyperactive disorders				
15. Epilepsy and hysteria -Definition -Etiology -Signs and symptoms -Nursing management -Treatment modalities of patients with epilepsy and hysteria	•Lecture •Discussion •Video clip	4		
16. Suicidal tendency: children, adolescents, adults and elders	•Lecture •Discussion	4		
17. Emergency psychiatric nursing care	•Lecture •Discussion	2		
18. Mental health promotion and rehabilitation	•Lecture •Discussion	2		
19. Public and private mental health care and referral system in Bangladesh	•Lecture •Discussion	2		

Clinical Practice Part: 192 hours

Clinical practice Topics
Clinical practice to meet the objectives of the Course
Clinical teaching: Therapeutic interaction Psychosocial nursing interventions Group therapy
Clinical case presentation Selected interesting cases in the ward

Suggested Reading Materials:

1. Videbeck, S. (2020). *Psychiatric-mental health nursing*. Lippincott Williams & Wilkins.
2. Angelo & Townsend, M. C. (2015). *Psychiatric mental health nursing: concepts of care in evidence-based practice*. FA Davis.
3. Stuart, W. (2012). *Principles and practice of psychiatric nursing*. Elsevier Health Sciences.
4. Neeraja, P. (2008). *Essentials of Mental Health and Psychiatric Nursing*, Jaypee Brothers Publishers.
5. Basavanthappa, T. (2007). *Psychiatric mental health nursing*. Jaypee Brothers Publishers.

Emergency and Critical Care Nursing

Subject code: B333
Theory : 64 hours (4 Credits)
Laboratory : 40 hours (1.25 Credits)
Practical : 240 hours (5 Credits)

Goal: The goal of the subject is to achieve knowledge and skills about emergency and critical care nursing to provide a comprehensive care for clients with emergency and critical conditions.

Learning Objectives: At the end of the subject students will be able to:

1. define the concept of emergency and critical care nursing
2. identify the emergency and critical conditions.
3. provide care to the emergency and critical conditions
4. describe the psychosocial, spiritual, and ethical concerns in care of clients under emergency and critical conditions;
5. provide the end -of-life care to clients, in the context of family and community,
6. explain the ethical and legal issues relevant to care of clients with critical conditions and dying.
7. explain the emergency drugs and its uses.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Teaching-Learning Activities:

1. Lecture and discussion
2. Demonstration
3. Role play
4. Small group discussion
5. Clinical practice
6. Clinical case presentation
7. Clinical teaching
8. Simulation
9. Case study

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Charts
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1.Introduction to emergency and critical nursing -Emergency and critical care nursing -Critical care unit: ICU, CCU, HDU -Psychosocial, spiritual concerns in care of clients under emergency and critical conditions -Ethical and legal issues relevant to the care of clients with critical conditions and dying. - Euthanasia - Prolonging life	<ul style="list-style-type: none"> • Lecture • Brain storming • Group discussion • Presentation 	8		
2.The end-of-life care in critical setting -End-of-life care -Palliative care	<ul style="list-style-type: none"> • Lecture cum discussion • Role Play • Quiz test 	4		
3.Patients and families with cardiac emergency: etiology, signs and symptoms and nursing management of: -Myocardial infarction -Cardiac arrhythmia -Cardiothoracic surgery -IV infusion and monitoring	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Case presentation • Demonstration 	6	6	
4.Cardiopulmonary resuscitation -BLS: Circulation, Airway, and Breathing -Advanced Cardiac Life Support (ACLS) - Defibrillator	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Quiz test • Video Assisted Learning (VAL) 	4	6	
5.Patients and families with shock: Etiology, signs and symptoms, and nursing management of: -Cardiac shock -Neurogenic shock	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion and presentation 	6	6	

-Septic shock -Anaphylactic shock	<ul style="list-style-type: none"> • Case presentation • Demonstration 			
6. Patients and families with pulmonary emergency: -Etiology, signs and symptoms, and nursing management of: -Respiratory failure and ARDS (Adult Respiratory Distress Syndrome) -Chest trauma emergencies	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Case presentation • Demonstration • Quiz test 	4	6	
7. Nursing management with clients on mechanical ventilation - Care of Intubation and extubation - Care of ventilator dependent patient	<ul style="list-style-type: none"> • Lecture cum discussion • Video assisted learning (VAL) • Demonstration 	4	6	
8. Patients and families with neurological emergency-etiology, signs and symptoms, and nursing management of: -Coma -Head injury -Spinal cord injury -Stroke	<ul style="list-style-type: none"> • Lecture cum discussion • Role play • VAL • Case presentation • Demonstration 	4	6	
9. Patients and families with acid-base disturbances:etiology, signs and symptoms, and nursing management	<ul style="list-style-type: none"> • Lecture cum discussion 	4		
10. Patients and families with renal emergency-etiology, signs and symptoms, and nursing management of: - Acute Renal failure	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Case presentation • Demonstration 	4		
11. Patients and families with metabolic emergency: Etiology, signs and symptoms, and nursing management of: - DKA (Diabetic ketoacidosis)	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Quiz test 	2	2	
12. Patients and families with multi systems failure:etiology, signs and symptoms, and nursing management	<ul style="list-style-type: none"> • Lecture cum discussion 	4		
13. Burn: etiology, signs and symptoms, and nursing management	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Visit to burn unit 	4	2	
14. Patients and families with drug	<ul style="list-style-type: none"> • Brain storming 	4		

overdose & attempt to suicide	<ul style="list-style-type: none"> Lecture cum discussion Role play Quiz test 			
15. Emergency drugs and its uses	<ul style="list-style-type: none"> Group discussion and presentation 	2		

Clinical Practice = 240 hours

Topics
Clinical practice to meet the objectives of the subject
Clinical teaching: <ul style="list-style-type: none"> -EKG interpretation -Mechanical ventilation -BLS and ALS -Defibrillator -Cardiac monitor -Drug calculation -IV infusion -Endotracheal intubation -Tracheostomy -Dialysis -Crash cart -GCS -Others as appropriate
Clinical conference: <ul style="list-style-type: none"> -Selected interesting cases in the ward

Suggested Reading Materials:

1. Urden, L. D., Stacy, K. M., & Lough, M. E. (2022). *Critical care nursing: diagnosis and management*. Elsevier Health Sciences.
2. Burns, S. M., & Delgado, S. A. (2019). *AACN essentials of critical care nursing*. McGraw Hill Education.
3. Baid, H., Creed, F., Hargreaves, J. & Adam, S. K. (2016). *Oxford handbook of critical care nursing*. Oxford University Press.
4. Mehta, Y., Sharma, J., & Gupta, M. (Eds.). (2015). *Textbook of critical care including trauma and emergency care*. JP Medical Ltd.
5. Weaver, A. L., Keogh, J. E. & Terry, C. L., (2011). *Critical care nursing demystified*. McGraw Hill.

Medical and Surgical Nursing –II

Subject code: B334
Theory : 108 hours (6.75 Credits)
Laboratory : 56 hours (1.75 Credits)
Practical : 288 hours (6 Credits)

Goal: The goal of this subject is to gain in-depth knowledge and clinical decision-making skills in providing holistic care to adult clients with medical and surgical problems.

Learning Objectives: After completion of the subject student will be able to:

1. identify the simple and complex health situations of adult clients with alterations of cardio-vascular and genitourinary system
2. describe the alteration of male reproductive system, hematologic and lymphatic system, immunesystem.
3. identify the oncological problems -tumor and neoplasm & palliative care;
4. explain the medical & surgical conditions of the eye and ENT.
5. describe the problems with HIV/AIDS including voluntary counseling and testing.
6. explain the ethical consideration related to care of adult clients including client's rights, informed consent, justice and advocacy.

Subject requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Teaching-learning activities:

1. Lecture and discussion
2. Demonstration
3. Role play
4. Small group discussion
5. Clinical practice
6. Clinical case presentation
7. Clinical teaching
8. Simulation
9. Case study

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
<p>1. Adult clients with alterations in cardiovascular system: Etiology, Pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> - Review of Anatomy and physiology of the cardiovascular system - History, physical assessment, and diagnostic tests. - Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, and aneurysm - Coronary artery diseases-- coronary atherosclerosis, Angina pectoris - Valvular problems: stenosis & regurgitations - Pericarditis, infective endocarditis and myocarditis - Congestive heart failure - Varicose vein - Rheumatic heart disease - Post-surgical management of clients with cardiovascular surgery 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Case presentation • Demonstration 	24	10	
<p>2. Adult clients with alterations in genitourinary system: Etiology, Pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> - Review of Anatomy and physiology of the genitourinary system - History, physical assessment, and diagnostic tests. 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Case presentation • Demonstration 	16	12	

<ul style="list-style-type: none"> - Urinary tract infection – Upper and lower - Urinary tract obstruction - Urolithiasis - Urinary incontinence - Glomerulonephritis - Nephritis, Nephrotic syndrome - Chronic renal failure - Pre - Post operative management and care of urological surgery 				
<p>3. Adult clients with alteration in male reproductive system: Etiology, Pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> - Review of Anatomy and physiology of the male reproductive system - History, physical assessment, and diagnostic tests. - Disorders of prostate - inflammation, infection, stricture, obstruction, and Benign prostate hypertrophy - Infections of testis, penis and adjacent structures -Epididymitis, and Orchitis - Sexual dysfunction, infertility, contraception - Male Breast Disorders – gynecomastia - Sexually transmitted diseases 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Case presentation • Demonstration 	12	8	
<p>4. Adult clients with alterations in hematologic and lymphatic system: Etiology, Pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> - Anemia - Bleeding disorder - Leukemia - Lymphoma 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Case presentation • Demonstration 	10	4	
<p>5. Adult clients with pain:</p> <ul style="list-style-type: none"> - Concept of pain - Pain assessment - Pain management 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Demonstration 	2	8	
<p>6. Adult clients with alterations in immune system and HIV/AIDS: Etiology,</p>	<ul style="list-style-type: none"> • Lecture cum discussion 	6		

<p>pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> - Review of Anatomy and physiology of the immune system - History, physical assessment, and diagnostic tests - HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission, Role of Nurse; Counseling, Health education and home care consideration, and rehabilitation <p>Systemic lupus erythematosus (SLE)</p>	<ul style="list-style-type: none"> • Group discussion • Role play • Demonstration 			
<p>7. Adult clients with oncological conditions: Etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> - Structure and characteristics of normal and cancer cells - History, physical assessment, diagnostic tests - Screening and early detections - Warning signs of cancer - Epidemiology, etiology, classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical, nursing management and adverse complications of oncological condition - Lung cancer - Breast cancer - Cervical cancer - Stomach cancer - Psychological aspects of cancer- anxiety, depression, insomnia, anger - Palliative care - Supportive care - Hospice care - Ethical issues related to care of clients with cancer: truth-telling, advocacy 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Role play • Demonstration 	16	12	

<p>8. Adult clients with disorders of the eyes and vision problem, and ENT: Etiology, signs and symptoms, nursing problems and interventions of:</p> <ul style="list-style-type: none"> – Review of anatomy and physiology of the eye - History, eye assessment, diagnostic test • Eye disorders <ul style="list-style-type: none"> -Conjunctivitis -Glaucoma -Refractive errors -Cataract -Cornea- inflammation and infection -Eye injury -Retinal Detachment -Review of anatomy and physiology of the ear,nose, and throat • History assessment, diagnostic test • Ear disorders <ul style="list-style-type: none"> •Mastoiditis •Hearing impairment and its management • Nose disorders <ul style="list-style-type: none"> -Nasal polyps -Deviated septum -Sinusitis -Epistaxis • Throat disorders <ul style="list-style-type: none"> -Tonsillitis, pharyngitis, laryngitis -Throat cancer • Pre-Postsurgical management of clients with eye and ENT surgery 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion • Demonstration 	22	2	
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Clinical Practical Part = 288 hrs.

Students are required to practice and improve skills specified in the checklist book throughout the Course.

Suggested Reading Materials:

1. Hinkle, J.L., Cheever, K.H & Overbaugh, K. (2021). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*, Lippincott Williams & Wilkins
2. Lewis, S. M. (2019). *Lewis's medical-surgical nursing: Assessment and management of clinical problems*, Mosby
3. Basavanthappa, B.T. (2015). *Medical Surgical Nursing*, Jaypee Brothers
4. Honan, L. (2018). *Focus on adult health: medical-surgical nursing*. Lippincott Williams & Wilkins.
5. Lynn, P. (2018). *Skill Checklists for Taylor's Clinical Nursing Skills*. Lippincott Williams & Wilkins.
6. White, L & Duncan, G. (2002). *Medical- surgical Nursing: An Integrated Approach*, Taylor & Francis.

Community Health Nursing and Epidemiology

Subject code: B335
Theory : 112 hours (7 Credits)
Laboratory : 0 hours
Practical : 192 hours (4 Credits)

Goal: The goal of this subject is to acquire knowledge and develop skills regarding community health nursing and epidemiology to prevent, promote and maintain the health of families and community surveillance in epidemic investigation of diseases.

Learning Objectives: Upon completion of the subject students will be able to:

1. explain concepts of community health nursing.
2. explain demographic trends of common diseases in Bangladesh.
3. discuss the cultural diversification and community approach including community participation, partnership & community empowerment.
4. discuss the concept of health promotion, theories of health beliefs model; illness prevention, immunization, early screening, environmental health.
5. illustrate the lifestyle modification.
6. explain the concept, elements & principles of primary health care.
7. discuss briefly concepts of school health, nurse's roles and responsibilities.
8. identify the group of vulnerable people.
9. explain the concept of disasters, preparedness and disasters management.
10. provide essential nursing management of healthy clients and clients with minor deviation across the life span i.e., infants, children, adolescents, adults and elders.
11. explain principles of family centered care & health beliefs and practices.
12. provide nursing interventions in emergency situations & special conditions.
13. explain the concept, ethics and human rights of global health.
14. describe the principles of epidemiology.
15. explain epidemiological measurement and methods.
16. explain the disease transmission process, ways of prevention.
17. discuss surveillance, epidemic investigation of diseases.
18. identify the ways (methods) of control of communicable and non-communicable diseases.
19. perform different procedures on the basis of contents.

Subject Requirements:

1. Class attendance: 85%
2. Practice attendance: 100%

Teaching-Learning Activities

1. Lecture and discussion/Interactive lecture
2. Role play
3. Small group discussion
4. Clinical practice
5. Clinical case presentation
6. Clinical teaching
7. Simulation
8. Case study
9. Field visit.

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Flip chart
6. Equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1. Introduction to community, community health nursing & community-oriented nursing -Demographic trends of common diseases -Cultural diversification in the community. -Common community health problems in Bangladesh -Communicable diseases -- Non-communicable diseases	<ul style="list-style-type: none"> • Lecture • Leading to discuss on the topics from their personal view and experience 	4		
2. Community approach -Community participation -Community empowerment -Community organization 2.1 Community Partnership -Concept of community partnership -Importance of community partnership -Developing a strategic approach to	<ul style="list-style-type: none"> • Lecture cum discussion 	6		

community partnership working				
3. Concept of health promotion: Individual & family health promotion <ul style="list-style-type: none"> Theories <ul style="list-style-type: none"> Health belief model Trans- theoretical Model Self-care model -Illness prevention & essential nursing management -Concept of individual health -National healthcare policy -Health care delivery systems -Essential Service Package -Modification of lifestyle & health behavior of individual in community <ul style="list-style-type: none"> Self-care & its management -Characteristics of healthy and unhealthy state(illness and wellness) -Immunization <ul style="list-style-type: none"> Importance of immunization in prevention of communicable diseases -Vaccination -Immunization schedule •Early screening, -Significance of early screening in disease/illness prevention -Early screening practices <ul style="list-style-type: none"> Assessment of child growth and development Breast self-examination Cervical cancer screening Mental health screening Environmental health -Occupational health -Occupational hazards -Injury prevention and safety promotion 	<ul style="list-style-type: none"> Lecture Group discussion Quiz 	18		
4. Level of health care delivery system <ul style="list-style-type: none"> Primary health care <ul style="list-style-type: none"> Key elements Principles Health facilities 	<ul style="list-style-type: none"> Lecture Discussion 	3		

<ul style="list-style-type: none"> • Implementation strategies -Secondary health care -Tertiary health care 				
5.School health <ul style="list-style-type: none"> -Concepts of school health -Importance of school health -Nurses' roles and responsibilities 	<ul style="list-style-type: none"> • Lecture • Discussion 	3		
6.Vulnerable people <ul style="list-style-type: none"> -Women -Children -Elderly -Disabled & -Handicapped 	<ul style="list-style-type: none"> • Lecture cum • Discussion 	4		
7.Environmental and Climate Change Health Issues <ul style="list-style-type: none"> -Concept of disasters -Types -Triage -Preparedness & disasters management 	<ul style="list-style-type: none"> • Lecture cum discussion 	2		
8.Care of clients across life span <ul style="list-style-type: none"> -Infants & Children -Adolescents -Adult women, men and elders 	<ul style="list-style-type: none"> • Lecture cum discussion • Group presentation 	6		
9.Concept of family health nursing <ul style="list-style-type: none"> -Changing demographics -Family nursing -Roles and responsibilities of a communityhealth nurses 	<ul style="list-style-type: none"> • Lecture • Discussion 	3		
10.Concept and principles of family centered care <ul style="list-style-type: none"> -Family centered care -Roles of family -Communication in family -Empowerment among family members -Decision making -Coping -Values -Understanding the relationship among family members in the Bangladesh culture 	<ul style="list-style-type: none"> • Lecture • Discussion 	4		
11.Factors influencing family health <ul style="list-style-type: none"> • Family culture and health 	<ul style="list-style-type: none"> • Lecture cum • Discussion 	5		

<ul style="list-style-type: none"> • Socioeconomic status and family health • Spirituality and religion • Stress and crisis • Adaptation to acute and chronic illness 				
12. The nursing process of family health nursing	<ul style="list-style-type: none"> • Lecture cum discussion 	2		
13. Counseling - (Individual, Family & Group)	<ul style="list-style-type: none"> • Lecture cum discussion 	2		
14. Family planning and contraception	<ul style="list-style-type: none"> • Lecture cum discussion 	3		
15. Nursing care of family during life cycle transition - Family nursing with child bearing and rearing family - Family nursing with families in middle years - Family nursing with aging families - Family nursing for caregivers	<ul style="list-style-type: none"> • Lecture • Discussion • Group work • Presentation 	6		
16. Nursing care of families with special health problems - Mental illness - Families with disabilities and handicapped - Gender based violence, particularly women and child abuse, acid and rape victims - Substance abuse - Chronic illness	<ul style="list-style-type: none"> • Group work/ Presentation • Lecture cum discussion 	6		
17. Global health - Global health issues, trends and policy - Global Health Determinants and - Measurements - Ethical and Human Rights in Global Health - Global Health Governance - International Health Regulations	<ul style="list-style-type: none"> • Lecture cum discussion 	3		
18. Concept of epidemiology - Basic demography - Objectives, functions, use, principles & types - Epidemiological triad	<ul style="list-style-type: none"> • Lecture cum discussion 	6		

19.Measurement in epidemiology -Measures of disease frequency & effects -Frequency distribution (tables, graphs and chart). -Measures of central tendency	• Lecture cum discussion	6		
20. Epidemiological methods -Epidemic investigation -Dynamics of disease transmission -Control and prevention of communicable and non-communicable diseases -Screening of disease -Definition, purpose, types & criteria of screening test -Epidemiological surveillance -Purpose, principles, steps & surveillance system in Bangladesh	• Lecture cum discussion	20		

Practical Part = 192 hrs.

Clinical practice: Family planning center, hospital OPD, EPI center, breast screening, cervical screening.

Field visit: Home visit, old home, disabled center, shelter home, industry, water purification center, sewage treatment center, school, drug addiction center, well baby clinic.

Suggested Reading Materials:

1. Stanhope, M., & Lancaster, J. (2013). *Foundations of nursing in the community: Community-oriented practice*. Elsevier Health Sciences.
2. Basavanthappa, B.T. (2008). *Community Health Nursing*. Jaypee Brothers Medical Publishers Pvt. Limited.
3. Kaakinen, J. R., Coehlo, D. P., Steele, R., & Robinson, M. (2018). *Family health care nursing: Theory, practice, and research*. FA Davis.
4. Pender, N.J., Murdaugh, C. L., & Parsons, M.A. (2015). *Health Promotion in Nursing Practice*. Pearson.
5. Clemen-Stone, S., McGuire, S. L. & Eigsti, D. G., (2002). *Comprehensive community health nursing: family, aggregate and community practice*. St. Louis, Mosby.
6. Park, K. (2019). *Park's textbook of preventive and social medicine*. Jabalpur, India: Banarsidas Bhanot.
7. Dash, B. (2017). A Comprehensive Textbook of Reviewed the 10 Countries B.Sc. in Nursing Curriculum

Fourth Year Midwifery

Subject code: B431
Theory : 88 hours (5.5 Credits)
Laboratory : 48 hours (1.5 Credits)
Practical : 336 hours (7 Credits)

Goal: The goal of this subject is to gain knowledge and develop competencies regarding midwifery, newborn and reproductive health for practice in providing comprehensive care with holistic approach.

Learning Objectives: After completion of the subject students will be able to:

1. introduce to midwifery; newborn nursing and reproductive health, roles, function and responsibility of nurse-midwives in the health care system; with ethics in midwifery.
2. identify the maternal and newborn health situations in Bangladesh; socio- economic and cultural factors affecting maternal and newborn health.
3. describe the government initiatives and social movements for maternal and newborn health.
4. explain the concept of safe motherhood, application of nursing process as basis for the practice of midwifery.
5. describe the fertilization; growth and development of foetus; changes and impacts of pregnancy on bio-psychosocial and spiritual aspects of women during pregnancy and mechanisms of labour.
6. apply the theory and practice in providing comprehensive (promotion, supportive and restorative) and holistic care to pregnant women and their foetus and newborns and families from preconception, antenatal, labour to postnatal period; with the woman as the central figure in the care.
7. emphasis the placed-on management of normal delivery with active management of third stage and fourth stage of labour, immediate care of the newborns and early and exclusive breast feeding.
8. identify immediate care of the newborn & resuscitation; care of newborns in the first 28 days of life and special newborn care for those with congenital anomalies and abnormal conditions at birth; review pathophysiology including causes, signs and symptoms, and treatments.
9. describe the reproductive health, family planning, fertility & infertility, problems in reproductive health of both sexes, adolescent group, status of women, process of counseling on different issues of reproductive health problems.
10. explain the safe motherhood initiative and different national &

international policies & course in reproductive health. Ethical and legal issues relevant to the care of clients with reproductive health needs.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%
4. Submission of case report
5. Perform practice procedure as specified in the check list
 - Antenatal assessment 10 case
 - Normal delivery assistance 10 case
 - Conduct normal delivery 10 case
 - Post natal assessment 05 cases
 - Newborn assessment 05 cases

Teaching Learning Activities:

1. Brainstorming
2. Lecture
3. Discussion
4. Demonstration
5. Assignment
6. Presentation
7. Role play
8. Clinical teaching
9. Case study
10. Scenario based learning

Teaching Materials

1. Laptop
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Manikins
6. Model, Chart, Partograph
7. Incubator, Phototherapy machine
8. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1.Introduction to Epidemiology of maternal and newborn health situations in Bangladesh <ul style="list-style-type: none"> - Statistics of maternal and newborn health situations in Bangladesh - Functions and responsibility of midwifery in maternity care - Government initiatives and social movements in relation to maternal and newborn health in Bangladesh - Influences of family and community culture, values and beliefs, economic status, on maternal and newborn health - Different terminology in relation to midwifery 	<ul style="list-style-type: none"> • Brain storming • Lecture and • Discussion • Group work 	4		
2.Review anatomy of the reproductive system and foetal skull	<ul style="list-style-type: none"> • Brainstorming • Lecture and discussion • Video presentation • Demonstration 	2	2	
3.Concept of reproductive health: <ul style="list-style-type: none"> - Adolescent Health, Adolescent Club & Adolescent Friendly Health Service (AFHS) - Fertility and infertility - Problems of reproductive health - Premarital Counseling - Counseling in different issues of reproductive health problems; sexually transmitted diseases and its prevention - Safe motherhood 	<ul style="list-style-type: none"> • Brainstorming • Lecture and discussion 	2		
4.Fetal growth and development <ul style="list-style-type: none"> - Fertilization - Implantation - Major stages of embryological development of the fetus - Physiological changes and adaptation during pregnancy 	<ul style="list-style-type: none"> • Brainstorming • Lecture and discussion • Video presentation • Group work 	2		

5. Provide preconception care to eligible couples <ul style="list-style-type: none"> - Preconception care and counseling - Genetic counseling - Parenthood planning 	<ul style="list-style-type: none"> • Brain storming • Lecture and discussion 	2		
6. Antenatal care: <ul style="list-style-type: none"> • 1st trimesters: <ul style="list-style-type: none"> - Antenatal assessment(history taking, physical examination, breast care, laboratory investigation) - Bangladesh antenatal care guideline - Danger sign during pregnancy - Respectful care and compassionate communication • 2nd trimesters: <ul style="list-style-type: none"> - Antenatal assessment; abdominal palpation, fetal assessment, auscultation of fetal heart rate, - Assessment of fetal wellbeing (biophysical profile, cardio-tochography, USG) 3rd trimester: <ul style="list-style-type: none"> - Antenatal assessment; abdominal palpation, foetal assessment, auscultation of foetal heart rate, - Test and screening - Physiological changes and discomfort during pregnancy - Foetal engagement - Birth planning and complications readiness <ul style="list-style-type: none"> • Health education and Nursing care during different trimesters - Evidence based care during antenatal 	<ul style="list-style-type: none"> • Brain storming • Lecture • Demonstration 	8	6	
7. Partograph	<ul style="list-style-type: none"> • Lecture • Video presentation • Demonstration • Scenario based practice 	2	2	
8. Intra-natal care <ul style="list-style-type: none"> - Normal labour and birth - Onset of labour 	<ul style="list-style-type: none"> • Brainstorming • Lecture • Video 			

<ul style="list-style-type: none"> - Pervaginal examination - onset of labour - Mechanism of labour - Stages of labour (1st, 2nd, 3rd & 4th stage of labor) - Preparation of birth/delivery - Drugs used in labour - Physiology of labour - Monitoring progress of labour - Pain Management during labour - Episiotomy - Psychological support 	<ul style="list-style-type: none"> • presentation • Group discussion • Role play • Demonstration 	8	6	
<p>9. Evidence based care during labour (Position, hydration, Nutrition, Partograph, Exercise, companion etc.)</p> <ul style="list-style-type: none"> - Literature review - Per vaginal examination 	<ul style="list-style-type: none"> • Lecture • Video • Presentation • Searching literature • Demonstration 	4	6	
<p>10. Active management of third stage of labour (AMTSL)</p> <ul style="list-style-type: none"> - Steps and guideline - Placenta examination - Fourth stage of labour - Assess blood loss - Assess maternal and neonatal wellbeing 	<ul style="list-style-type: none"> • Lecture and discussion • Video presentation • Group discussion • Role play • Demonstration 	6	4	
<p>11. Breast feeding:</p> <ul style="list-style-type: none"> - Exclusive breastfeeding - Composition of breast milk - Mechanism of lactation - Attachment and positioning - Benefits of breastfeeding 	<ul style="list-style-type: none"> • Brainstorming • Lecture and discussion • Video presentation • Demonstration 	2	2	
<p>12. Postnatal care</p> <ul style="list-style-type: none"> - Postnatal assessment - Adaptation of baby at birth - Psychological adaptation - Normal process of involution following delivery - Lochia - Postnatal Family planning etc.) - Postnatal health education (Nutrition, personal - hygiene, immunization 	<ul style="list-style-type: none"> • Brainstorming • Lecture and discussion • Demonstration 	6	2	

13.Newborn Care: <ul style="list-style-type: none"> - Assessment of newborn at birth - APGAR scoring - Normal variations in newborn (e.g., caput, moulding, mongolian spots) - Full physical assessment of newborn - Attachment and Bonding - Kangaroo Mother Care (KMC) 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration 	8	4	
15.Nursing care of normal newborn <ul style="list-style-type: none"> - Immediate newborn care - Essential newborn care 	<ul style="list-style-type: none"> • Lecture and discussion • Video presentation 	2		
16.Nursing care of high-risk newborn <ul style="list-style-type: none"> - Helping Babies Breath (HBB) - Newborn Resuscitation - Newborn Thermo regulation protection (skin to skin, Cold stress cycle/hypothermia, hypoglycemia/hypoxia) - Nutrition and hydration - Low birth weight 	<ul style="list-style-type: none"> • Brain storming • Lecture and discussion • Video presentation • Demonstration 	6	6	
17.Nursing care of newborn with congenital anomalies <ul style="list-style-type: none"> - Esophageal atresia - Omphalocele - Meningocele - Imperforated anus 	<ul style="list-style-type: none"> • Lecture and discussion • Video presentation 	2		
18.Nursing care of newborn with abnormal condition: <ul style="list-style-type: none"> - Hyperbilirubinemia - Hemolytic disease of the newborn - Rh incompatibility - Idiopathic respiratory distress syndrome (IRDS) - Neonatal seizures - Neonatal sepsis 	<ul style="list-style-type: none"> • Lecture and discussion • Video presentation 	2		
19.Birth injury: <ul style="list-style-type: none"> - Caput succedaneum - Cephalohematoma - Sub conjunctival hemorrhage, Brachial plexus palsy 	<ul style="list-style-type: none"> • Brain storming • Lecture and discussion • Video presentation 	2		
20.Family planning	<ul style="list-style-type: none"> • Brain storming 			

<ul style="list-style-type: none"> -Concept of Family Planning and contraceptive methods -Types and mechanism of contraceptive methods -MR /MVA - Education and counseling on Family Planning methods 	<ul style="list-style-type: none"> • Lecture and discussion • Role play • Lecture and discussion • Video presentation • Demonstration 	4	8	
21. Different types of abortion and their management <ul style="list-style-type: none"> - Causes - Clinical features - Investigations - Complications - Medical & nursing management 	<ul style="list-style-type: none"> • Lecture and discussion • Group discussion and presentation 	2		
22. Post Abortion Care (PAC) <ul style="list-style-type: none"> - Bleeding after abortion - Sex after an abortion - Side effects and complications 	<ul style="list-style-type: none"> • Lecture and discussion • Group discussion and presentation 	2		
23. Adolescent health <ul style="list-style-type: none"> - Concept - Adolescent health issues - Importance - National and international strategies for adolescent health 	<ul style="list-style-type: none"> • Brain storming • Lecture • Group discussion and presentation 	2		
24. National and international policies and courses on reproductive health	<ul style="list-style-type: none"> • Brain storming • Lecture • Group discussion and presentation 	2		
25. National and international policies and courses on reproductive health	<ul style="list-style-type: none"> • Brain storming • Lecture • Group discussion • Presentation 	2		
26. Legal and ethical issues concerning maternal and newborn care under obstetric emergencies	<ul style="list-style-type: none"> • Brain storming • Lecture • Group discussion and presentation 	2		
27. Laws and ethical consideration in relation to the care of clients with reproductive health needs	<ul style="list-style-type: none"> • Brain storming • Lecture and group discussion 	2		

Clinical Practice part: 336 hours

Time	Topic	Teaching learning Activities	Notes
Day- 1	Subject orientation	Discussion Goal setting (students)	
Day 2 to the end of the subject	<p>Clinical practice to meet the objectives of the Course at:</p> <ul style="list-style-type: none"> - Antenatal clinic (ANC) - Post-partum wards (PP)/family planning (FP) unit - Labour room (LR) - Community and homes (for domiciliary midwifery) <p>Clinical Teaching At ANC</p> <ul style="list-style-type: none"> - Antenatal assessment - Health education focusing on nutrition and childbirth preparation <p>At LR</p> <ul style="list-style-type: none"> - Labour monitoring by using partograph - Assisting normal delivery - Relieving labour pain - Providing psychosocial support <p>At PP/FP</p> <ul style="list-style-type: none"> - Breast feeding - Self-care and exercise - Newborn care 	<ul style="list-style-type: none"> • Assign cases and supervise students 	Students rotate to different areas as specified in the roster
	<ul style="list-style-type: none"> - APGAR score, newborn resuscitation, helping baby's breath - Assessment of congenital anomalies and counseling <p>Clinical conference*</p>		

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

Suggested Reading Materials:

1. Konar, H. (2018). *DC Dutta's textbook of gynecology*. JP Medical Ltd.
2. Konar, H. (2018). *DC Dutta's textbook of obstetrics*. JP Medical Ltd.
3. Marshall, J. E., & Raynor, M. D. (Eds.). (2014). *Myles' Textbook for Midwives E-Book*. Elsevier Health Sciences.

4. Leifer, G. (2014). *Introduction to maternity and pediatric nursing*. Elsevier HealthSciences.
5. Perry, S. E., Hockenberry, M. J., Cashion, K., Alden, K. R., Olshansky, E., & Lowdermilk, D. L. (2022). *Maternal child nursing care-E-Book*. Elsevier HealthSciences.
6. Johnson, R., & Taylor, W. (2010). *Skills for midwifery practice*. Elsevier HealthSciences.
7. Lindsay, P., Bagness, C., & Peate, I. (Eds.). (2018). *Midwifery Skills at a Glance*. John Wiley & Sons.
8. Jordan, R. G., Farley, C. L., & Grace, K. (Eds.). (2018). *Prenatal and postnatal care: a woman-centered approach*.

BNMC

Obstetrical and Gynecological Nursing

Subject code: B432
Theory : 64 hours (4 Credits)
Laboratory : 24 hours (.75 Credit)
Practical : 336 hours (7 Credits)

Goal: The goal of this subject is to acquire knowledge and develop skill regarding obstetrical midwifery including gynecological nursing for providing comprehensive and holistic care to pregnant women having abnormal obstetric and their fetus/newborns and families.

Learning Objectives: After completion of the subject students will be able to:

1. describe theory and practice in providing comprehensive and holistic care to pregnant women having abnormal obstetric and their fetus/newborns and families from preconception, antenatal, labour to postnatal period.
2. emphasis is placed on early detection of obstetric complications and conditions detrimental to health of pregnant women and their fetus.
3. state timely referral, and first line management for obstetric emergencies and life- threatening situations.
4. describe the emergency obstetric care; use of midwifery standards for quality management; ethical issues concerning the maternal and newborn health in Bangladesh.
5. state the Gynecological nursing, gynecological problems.
6. explain the diagnosis and examination, menstrual cycle, disorders of menstruation, abortion, ectopic gestation prevention of gynecological infection.
7. provide nursing care management of gynecological problem, inflammatory condition of female reproductive organs, benign and malignant growth, polyps, cysts, vesicular moles and displacement of uterus.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%
4. Submission of case report

Teaching Learning activities:

1. Lecture
2. Discussion
3. Demonstration
4. Assignment
5. Presentation
6. Role play
7. Clinical teaching
8. Case study
9. Brainstorming
10. Scenario based learning

Teaching Materials

1. Laptop
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Manikins
6. Model, Chart, Partograph
7. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
Introduction to obstetrical Nursing <ul style="list-style-type: none"> - Common abnormal obstetrics - Factors influencing complications in obstetrics - Midwifery roles in the management of abnormal obstetrics and medical condition - Legal and ethical issues concerning maternal and newborn care under obstetric emergencies -Gender based violence	<ul style="list-style-type: none"> • Lecture • Discussion 	4		
1. Risk assessment of pregnant women and early detection of obstetric complications	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
2. . Management of emergency obstetric and neonatal care (EmNOC) and life-threatening situations 3. Referral system of Bangladesh	<ul style="list-style-type: none"> • Lecture • Discussion 	4		

health care facilities				
4. Concept of Gynecology and Gynecological Nursing Menstrual cycle	<ul style="list-style-type: none"> Lecture Discussion 	4		
5. Inflammatory Gynecologic disorders & their management Vulvitis -Vaginitis -Pelvic inflammatory diseases (PID)	<ul style="list-style-type: none"> Lecture Discussion 	4		
6. Disorders of menstruation and their management: -Metrorrhagia -Menorrhagia -Dysmenorrhoea	<ul style="list-style-type: none"> Lecture Discussion Presentation 	4		
7. Menopause	<ul style="list-style-type: none"> Lecture Discussion 	2		
8. Benign and Malignant: -Growth -Polyps -Cysts -Uterine fibroids -Vesicular moles -Breast mass -Mastitis & breast abscess	<ul style="list-style-type: none"> Lecture Discussion Presentation 	4		
9. Displacement of uterus and relaxation of pelvic muscle & their management -Prolapse of uterus -Cystocele -Rectocele	<ul style="list-style-type: none"> Lecture Discussion Presentation 	2		
10. Care of pregnant women at risk/with abnormal obstetric complications: Impacts on bio-psychosocial, spiritual health of women and fetuses/newborns, and standard nursing interventions - Teenage pregnancy - Grand multiparas - Elderly pregnancy - Multiple fetuses - Abnormal hydramnios	<ul style="list-style-type: none"> Lecture Discussion Presentation 	8		

<p>pregnancy</p> <ul style="list-style-type: none"> - Hyperemesis gravidarum - Iron deficiency - Ectopic pregnancy - Thalassemia - Hemorrhage - Hypertensive disorder during pregnancy 				
<p>11.Care of pregnant women with underlying medical complications: Pathophysiology, psychosocial, and spiritual aspects, needs/problems, and nursing management of women with-</p> <ul style="list-style-type: none"> - Hepatitis - Rubella - Urinary tract infection - Sexually Transmitted Diseases (STD) - HIV/AIDS - Thyroid disorders - Diabetes mellitus - Respiratory diseases - Heart diseases 	<ul style="list-style-type: none"> • Lecture • Discussion • Presentation 	6		
<p>12.Nursing care for high-risk mother during intra partum period</p> <ul style="list-style-type: none"> - Preterm labor - Preterm rupture of membranes - Post term labor - Prolapsed cord precipitate labor/difficulty labor - Uterine rupture - Uterine prolapsed - Prolonged and obstructed labour - Eclampsia - Shoulder dystocia 	<ul style="list-style-type: none"> • Lecture • Discussion • Presentation • Case study 	8	10	
<p>13.Nursing care for women receiving technological assistant during intra-partum period Induction/Augmentation of labor</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Presentation • Case study 	6	10	

<ul style="list-style-type: none"> - Vacuum extraction - Forceps extraction - Cesarean section - Breech birth 	<ul style="list-style-type: none"> • Demonstration 			
14. Nursing care for postpartum women with complications <ul style="list-style-type: none"> - Postpartum hemorrhage (PPH) - Postpartum infection - Postpartum depression and psychosis - Fistula (RVF, VVF) 	<ul style="list-style-type: none"> • Lecture • Discussion • Presentation • Case study • Demonstration 	6	4	

Clinical practice: 336 hours

Time	Topic	Teaching-Learning Activities	Notes
Day- 1	Subject orientation	Discussion	
Day 2 to the end of the Course	Clinical practice to meet the objectives of the Course at: -Antenatal clinic (ANC) -Post-partum wards (PP)/family planning (FP)unit -Labour room (LR) -Community and homes (for domiciliary midwifery) Clinical Teaching: At ANC -Risk assessment -Health education focusing on prevention and detection of abnormal conditions At Labour room -Assisting technological assisting delivery -Management of obstetric emergency At Postpartum/Family planning -Counseling Clinical conference*	Assign cases and supervise students	Students rotate to different areas as specified in the roster

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

Suggested Reading Materials:

1. Konar, H. (2018). *DC Dutta's textbook of gynecology*. JP Medical Ltd.
2. Konar, H. (2018). *DC Dutta's textbook of obstetrics*. JP Medical Ltd.
3. Marshall, J. E., & Raynor, M. D. (Eds.). (2014). *Myles' Textbook for Midwives E- Book*. Elsevier Health Sciences.
4. Leifer, G. (2014). *Introduction to maternity and pediatric nursing*. Elsevier Health Sciences.
5. Perry, S. E., Hockenberry, M. J., Cashion, K., Alden, K. R., Olshansky, E., & Lowdermilk, D. L. (2022). *Maternal child nursing care-E-Book*. Elsevier Health Sciences.
6. Johnson, R., & Taylor, W. (2010). *Skills for midwifery practice*. Elsevier Health Sciences.
7. Lindsay, P., Bagness, C., & Peate, I. (Eds.). (2018). *Midwifery Skills at a Glance*. John Wiley & Sons.
8. Jordan, R. G., Farley, C. L., & Grace, K. (Eds.). (2018). *Prenatal and postnatal care: a woman-centered approach*. John Wiley & Sons.

Nursing Administration and Management

Subject code: B433
Theory : 48 hours (3 Credits)
Laboratory : 0 hours
Practical : 144 hours (3 Credits)

Goal: The goal of this subject is to gain knowledge and develop skill regarding nursing administration and management for practicing effective nursing leadership and management.

Learning Objectives: After completion of the subject students will be able to:

1. explain the concept of nursing management & leadership
2. describe the health care delivery systems in Bangladesh, leadership in healthcare, innovation and systems thinking
3. identify the contemporary issues in health care & enhance inter-professional practice
4. identify & describe different issues related to nursing management
5. describe the planned change, change management, delegation & supervision.
6. describe the inventory and resource management.
7. enumerate the health economics & health care financing system
8. describe organizational behavior and human relations
9. explain the quality assurance, use of standard for quality management in nursing services; and practice as a team leader at clinical and community setting.

Subject Requirements:

1. Class attendance: 85%
2. Practice attendance: 100%

Teaching Learning activities:

1. Lecture
2. Discussion
3. Demonstration
4. Assignment
5. Presentation
6. Role play
7. Clinical teaching
8. Case study

9. Field visit
10. Brain storming

Teaching Materials

1. Laptop
2. Smart board
3. Multimedia projector
4. White board & Marker
5. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1. Introduction to Nursing Management: <ul style="list-style-type: none"> - Concept of Nursing Administration and Management - Principles and levels of management - Management process (planning, organizing, staffing, directing, controlling and budgeting) - Role of a nurse as a manager 	<ul style="list-style-type: none"> • Brain storming • Lecture • Discussion 	4		
2. Leadership <ul style="list-style-type: none"> - Concept and Definition - Leadership principles and competencies - Leadership Styles: Situational leadership, Transformational leadership - Leadership Roles - Methods of leadership development - Mentorship/preceptorship in nursing - Historical background of leaders in Bangladesh nursing profession - Factors influencing effective nursing leadership and management - Leadership in Healthcare: 	<ul style="list-style-type: none"> • Brain storming • Lecture • Discussion • Role play 	6		

Definition, roles and importance of leadership in healthcare				
3. Innovation & System Thinking: - Concept, types, characteristics and importance - Cycle of innovation - Hospital Layout Planning	<ul style="list-style-type: none"> Lecture Discussion 	4		
4. Contemporary Issues in Health Care - Human experience of illness and health - Ethical and moral implications - Genetics/genomics - Emerging Demographic Trends and Bioethics - Addiction (Substance abuse and social media) - Culture and health care disparities - Inter-professional practice: Concepts, goal, principles, implications.	<ul style="list-style-type: none"> Lecture Discussion 	4		
5. Time management - Definition, principles and importance - Techniques of personal and work place time management - Basic steps of time management	<ul style="list-style-type: none"> Lecture Discussion 	2		
6. Conflict management - Concept - Sources - Conflict management strategies: Compromising, Competing, Cooperating-accommodating, smoothing, Avoiding, Collaborating - Effects of conflict - Stress management	<ul style="list-style-type: none"> Lecture Discussion 	2		
7. Organization & organizational change; - Concept of organization - Levels/types of organization - Characteristics - Functions - Organogram	<ul style="list-style-type: none"> Lecture Discussion 	2		
8. Planned change and Change	<ul style="list-style-type: none"> Lecture 			

Management <ul style="list-style-type: none"> - Change theory - Change strategies - Planned change as a collaborative process -Definition, types, elements, steps, benefits, principles and models of change management 	<ul style="list-style-type: none"> • Discussion 	2		
9. Inventory management: <ul style="list-style-type: none"> - Concept of inventory management, inventory control and role of nurse's procurement and purchasing - Auditing and maintenance in hospital and patientcare unit 	<ul style="list-style-type: none"> • Brain storming • Lecture • Discussion • Assignment 	2		
10. Resource Management & Job Description <ul style="list-style-type: none"> - Human resources - Financial resources - Material resources - Continuing Professional Development (CPD) for nurse - Job Description 	<ul style="list-style-type: none"> • Lecture • Discussion 	4		
11. Health Economics <ul style="list-style-type: none"> - Definition, principles and scopes of health economics - Health care Financing - Different health care financing models - Overview of the health care financing system in Bangladesh - Health Insurance and Risk Pooling - Health care Market and Competition - Ethical Issues in Health Economics 	<ul style="list-style-type: none"> • Lecture • Discussion • Assignment 	4		
12. Organizational Behavior and Human Relations <ul style="list-style-type: none"> - Concepts and theories of organizational behavior - Group dynamics - Review inter-personal relationship - Human relations - Public relations in the context of nursing 	<ul style="list-style-type: none"> • Lecture • Discussion • Group work 	6		

<ul style="list-style-type: none"> - Relations with professional associations and employee union - Collective bargaining - Communication in the workplace - Assertive communication 				
13. Nursing delegation and supervision <ul style="list-style-type: none"> - Concept of delegation & supervision - Nurses' role in clinical supervision 	<ul style="list-style-type: none"> • Brain storming • Lecture • Discussion • Assignment 	2		
14. Concept of performance appraisal	<ul style="list-style-type: none"> • Lecture • Discussion 	1		
15. Quality Assurance <ul style="list-style-type: none"> - Quality Control & quality improvement - Information management system 	<ul style="list-style-type: none"> • Lecture • Discussion 	1		
16. Record keeping and reporting <ul style="list-style-type: none"> - Principles of good record keeping - Characteristics of good report - Nursing reports used in hospital settings 	<ul style="list-style-type: none"> • Lecture • Discussion 	1		
17. Budget & Budgeting <ul style="list-style-type: none"> - Concept of budget and budgeting - Auditing 	<ul style="list-style-type: none"> • Lecture • Discussion 	1		

Clinical Practice: 144 hours

1. Clinical practice to meet the objectives of the course.
2. Selected issues currently concerned related to leadership and management issues (i.e., staffing, budgeting, inter-professional practice etc.)
3. Clinical conference: Topic selected according to assigned topic.

*Role play as a Nurse administrator, leader, manager, nurse teacher, nursing supervisor and ward-in-charge

Number of Hours	Topics	Teaching-Learning Activities	Notes
4 hours	Subject Orientation	Discussion on clinical practice guideline,	
4 hours	Practice area orientation	Introduce students by/to Clinical Nursing Instructor to the Senior Staff Nurse, ward staffs and environment.	
136 hours will be distributed by the responsible teacher according to syllabus and available hospital facilities	Clinical practice to meet the objectives of the Course Pre and Post Conference at the end of every week As a Nurse administrator, leader, manager, nurse teacher, nursing supervisor and ward in-charge Assignment	Assign students to work as a member/leader Students have to conduct post conference at the end of the week. Pre and Post Conference to be conducted with the students Role play as nurse administrator, leader, manager, nurse teacher, nursing supervisor and ward in-charge Assignment submits to the Subject teacher in every week.	

Suggested Reading Materials:

1. Grohar-Murray, M. E., & DiCroce, H & Langan, J. (2011). *Leadership and management in nursing*. Pearson.
2. Marquis, B. L., & Huston, C. J. (2009). *Leadership roles and management functions in nursing: Theory and application*. Lippincott Williams & Wilkins.
3. Vana, P. K., Vottero, B. A., & Altmiller, G. (Eds.). (2022). *Quality and safety education for nurses: core competencies for nursing leadership and care management*. Springer Publishing Company.
4. BT Basuvanthappa, Nursing Administration, 3rd edition, 2014 Jaypee.

Nursing Education

Subject code: B434
Theory : 56 hours (3.5 Credits)
Laboratory : 12 hours (.38 Credits)
Practical : 144 hours (3 Credits)

Goal: The goal of this subject is to gain competencies regarding teaching and curriculum development.

Learning Objectives: After completion of the subject students will be able to:

1. explain the concept and history of nursing education, educational philosophy and educational psychology.
2. describe the concept of Inter-professional education and collaborative practice.
3. describe the theories and principles of education.
4. describe the educational methods,
5. describe the concept of instructional material development
6. develop and use of different instructional materials.
7. demonstrate the ability to conduct micro-teaching.
8. explain educational assessment system.
9. develop different assessment tools.
10. explain the concept, nature, principles, and purposes of curriculum.
11. demonstrate the ability to develop and evaluate curriculum.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Teaching- Learning Activities:

1. Lecture
2. Discussion
3. Demonstration
4. Assignment
5. Presentation
6. Role play
7. Clinical teaching
8. Case study
9. Field visit
10. Brain storming

Teaching Materials

1. Computer
2. Smart board
3. Multimedia projector
4. White board and marker
5. Books
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1. Concept of nursing philosophy and nursing education -Components of nursing philosophy -Importance nursing philosophy	• Lecture cum discussion	2		
2. Current trends & nursing education, social science	• Lecture • Discussion	2		
3. Different terminologies: – Definition of various terminologies commonly used or related to the Subject – Definition, purpose and process of education	• Lecture • Discussion	2		
4. Philosophy of nursing education & educational psychology - Concept of Inter-professional education - Collaborative practice on the basis of Inter-professional education - Importance of inter-professional education	• Lecture cum discussion	2		
5. Theories in teaching and learning – Learning theories • Behaviorism • Constructivism – Learning theories in education – Important in learning theories	• Lecture cum discussion	2		
6. Learning: – Definition of learning – Principles of learning -Motivation -Social relation -Physical environment	• Lecture cum discussion	2		
7.Nurse teacher				

<ul style="list-style-type: none"> - Concept of nurse teacher - Qualities of nurse teacher - Roles and responsibilities of nurse teacher - Functions of nurse teacher 	<ul style="list-style-type: none"> • Lecture cum discussion 	2		
<p>8. Teaching:</p> <ul style="list-style-type: none"> - Definition of teaching - Purpose of teaching - Factors influencing teaching (Factors related to teacher, students, strategies & others) 	<ul style="list-style-type: none"> • Lecture cum discussion 	2		
<p>9. Teaching techniques:</p> <ul style="list-style-type: none"> - Classroom management - Regulation of physical environment - Handling attendance - Regulation of activities - Handling instructional materials 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion and presentation 	2		
<p>10. Teaching methods:</p> <ul style="list-style-type: none"> - Selection of appropriate Teaching Methodologies - Lecture method - Discussion method - Clinical teaching - Case study - Demonstration method - Simulation - Role play - Brain storming - Field trip/Field visit - Tutorial method - Seminar 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion and presentation 	6		
<p>11. Teaching Aids: Definition and types; uses and functions, guidelines, preparation, and importance</p> <ul style="list-style-type: none"> - Handout - White Board - Posters - Charts - Flip chart - Flash cards - Multimedia projector & screen, - Computer 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion and presentation 	2		

- Video projector				
12. Lesson plan: - Developing lesson plan • Lecture • Demonstration • Clinical teaching	• Lecture • Group discussion • presentation	2		
13. Micro-teaching - Technique of micro-teaching - Advantages and disadvantages of micro-teaching - Conduct the micro-teaching in different nursing colleges	• Lecture • Group discussion • Presentation • Demonstration	4	6	
14. Concept of curriculum and syllabus: - Definition of curriculum & syllabus - Purposes of curriculum development - Difference between curriculum & syllabus - Components of curriculum - Functions of curriculum	• Lecture cum discussion	4		
15. The nature and purposes of curriculum - Factors influence on curriculum development - Need for curriculum revision/change - Level of curriculum planning - Factors influence on curriculum planning	• Lecture cum discussion	4		
16. The nature and purposes of curriculum and curriculum documents: - Statutory body & its function - Curriculum Committee and its purposes - Core curriculum - Standard	• Lecture cum discussion	2		
17. Analysis of learning needs	• Lecture discussion	1		
18. Task analysis	• Lecture discussion	1		
19. Curriculum structure: - Formulation of the educational objectives	• Lecture cum discussion	4	6	

– Bloom's Taxonomy of educational objectives	• Demonstration			
22. Method of Assessment: – Definition – Types – Purpose – Steps – Criteria for effective Assessment	• Lecture cum discussion	2		
23. Tools of assessment: – Written examination – Essay, short, objective & MCQ – Oral examination – Performance test – Procedural check list	• Lecture cum discussion • Group discussion and presentation	6		

❖ Teaching practice, curriculum presentation:144 hours

Time	Topic
Day 1 Day 2 to the end of the teaching practice	Subject orientation Teaching practice: <ul style="list-style-type: none"> – Develop lesson plan – Conduct the microteaching in different nursing colleges/institutes <ul style="list-style-type: none"> • Class room teaching • Demonstration in lab • Clinical teaching – Curriculum workshop <ul style="list-style-type: none"> • Develop a curriculum for short Course

Suggested Reading Materials:

1. Francis, M. Quinn. (2013). *Quinn's Principles and Practice of Nurse Education*. UK: Cengage Learning EMEA.
2. Basavanthappa, B. T. (2008). *Nursing Education*, Jaypee Brothers.
3. Guilbert, J. J., & World Health Organization. (1998). *Educational handbook for health personnel*. World Health Organization.
4. Billings, D. M., & Halstead, J. A. (2019). *Teaching in nursing e-book: A Guide for Faculty*. Elsevier Health Sciences.
5. Oermann, M. H., De Gagne, J. C., NPD-BC, C. N. E., & Phillips, B. C. (2017). *Teaching in nursing and role of the educator: The complete guide to best practice in teaching, evaluation, and curriculum development*. Springer Publishing Company

Research and Bio-statistics

Subject code: B435
Theory : 56 hours (3.5 Credits)
Laboratory : 12 hours (.37 Credits)
Practical : 96 hours (2 Credits)

Goal The goal of this subject is to acquire knowledge and develop skills regarding research, evidence-based nursing and bio-statistics for integration evidence into practices.

Learning Objectives: Upon completion of this subject students will be able to:

1. explain the introduction to research in nursing; research process including identification and justification of research problem and question,
2. construct research objective, questions and hypotheses,
3. describe the literature review, research methodology, research instruments, data analysis and interpretation
4. describe the implications to nursing practice; critiquing a research, annotated bibliography, writing a research proposal and writing research report.
5. explain the significance of EBN to quality of care.
6. Identify the barriers of EBN and strategies to overcome these.
7. explain the principles of integration of evidence into practices.
8. explain concept of bio-statistics
9. describe the methods of data collection, analysis, interpretation of health-related data and statistics
10. prepare scientific manuscript and publishing scientific article.

Subject Requirements:

1. Class attendance: 85%
2. Lab attendance: 85%
3. Practice attendance: 100%

Teaching Learning activities:

1. Lecture
2. Discussion
3. Demonstration
4. Assignment
5. Presentation
6. Brainstorming

Teaching Materials:

1. Computer
2. Smart board
3. Multimedia projector
4. White board and marker
5. Books
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
1. Research and Research Process <ul style="list-style-type: none"> - Definition of research - Types of research - Importance of research - Scope of nursing research - Characteristics of good research - Steps of research process - Research ethics: principles, protection of humanrights, informed consent 	<ul style="list-style-type: none"> • Lecture • Discussion 	4		
2. Literature review <ul style="list-style-type: none"> - Types - Sources - Function and role of good literature review - Criteria of good literature review - Steps and techniques of literature review - Importance of literature review 	<ul style="list-style-type: none"> • Lecture • Discussion • Group work 	2		
3. Research problem and objectives <ul style="list-style-type: none"> - Sources and identification of problem - Formulation of problem statement - Criteria of a good research problem - Criteria of a good research title - Types of research objectives - Writing research objectives 	<ul style="list-style-type: none"> • Lecture • Discussion • Brain storming 	2		
4. Hypothesis & question <ul style="list-style-type: none"> - Definition - Types 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		

<ul style="list-style-type: none"> - Characteristics of good hypothesis - Components of hypothesis - Formulation of hypothesis 				
5. Variables <ul style="list-style-type: none"> - Definition - Types of variables - Measurement of variable - Operational definition of variables 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
6. Research Design <ul style="list-style-type: none"> - Types of research design - Elements of research design - Characteristics of research design 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
7. Population and Sample <ul style="list-style-type: none"> - Definition, types - Sampling techniques - Prerequisite of good sample - Sample size estimation 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
8. Data and data collection <ul style="list-style-type: none"> - Definition, types and sources of data - Purpose of data collection - Methods and tools of data collection - Data collection procedure 	<ul style="list-style-type: none"> • Lecture • Discussion 	2	4	
9. Measurement & psychometric property <ul style="list-style-type: none"> - Research tools - Constructions of research questionnaire - Validity and reliability - Threats of validity - Measures to improve validity - Pilot study 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
10. Research framework/model <ul style="list-style-type: none"> - Theoretical - Conceptual 	<ul style="list-style-type: none"> • Lecture • Discuss • Self-study 	2		
11. Data analysis, interpretation & discussion <ul style="list-style-type: none"> - Definition - Procedures of data entering / editing using computer assisted course - Presenting the data 	<ul style="list-style-type: none"> • Lecture • Discussion • Group work • Self-study 	4	4	
12. Research proposal	<ul style="list-style-type: none"> • Assignment 			

<ul style="list-style-type: none"> - Definition - Component of research proposal - Develop a research proposal 	<ul style="list-style-type: none"> • Presentation 	2		
13. Research utilization <ul style="list-style-type: none"> - Definition, Types - Barriers of research utilization 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
14. References <ul style="list-style-type: none"> - Vancouver - Harvard - American Psychological Association (APA) 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
15. Research Critique (STROBE, CONSORT, CARE checklist)	<ul style="list-style-type: none"> • Assignment • Presentation 	2		
16. Evidence based nursing (EBN) <ul style="list-style-type: none"> - Definition, Significance, Purposes, Sources - Components of EBN - Hierarchy level of evidence - Steps of EBN - Barriers of EBN - Strategies for overcome of EBN - Principles of integration evidence into practices - Evaluation process 	<ul style="list-style-type: none"> • Lecture and Discussion 	4		
17. Concept of statistics <ul style="list-style-type: none"> - Types of statistics - Measures of central tendency (mean, median & mode) 	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
18. Measures of dispersion (range, variance, standard deviation & quartile deviation)	<ul style="list-style-type: none"> • Lecture • Discussion 	2		
19. Probability concept and probability distribution (normal curve, skewness, kurtosis)	<ul style="list-style-type: none"> • Lecture • Discussion 	4		
20. Simple correlation	<ul style="list-style-type: none"> • Lecture • Discussion 	4		
21. Introduction to computer assisted data analysis Software (Microsoft excel/SPSS)	<ul style="list-style-type: none"> • Lecture • Discussion • Practice 	6		

Clinical practice part: 96 hours

Topics	Activities
Day- 1 to the end of the subject <ul style="list-style-type: none"> - Attend in the journal club on students' selected topics - Formulation of problem statement - Construction of research tools/instruments - Develop research proposal. - Defense research proposal - Conduct research project - Defense research project - Submit a paper at the end of the subject 	

Suggested Reading Materials:

1. Gray, J. R., Grove, S. K., & Sutherland, S. (2017). Burns and grove's the practice of nursing research: Appraisal, synthesis, and generation of evidence. Eight Edition Elsevier Health Sciences.
2. Polit, D. F., & Beck, C. T. (2008). Nursing research: Generating and assessing evidence for nursing practice. Lippincott Williams & Wilkins.
3. Sharma, S. (2022). Nursing Research and Statistics. Elsevier Health Sciences.
4. Creswell, J. W. (2003). Qualitative, quantitative, and mixed methods approach.
5. Melnyk, B. M., & Fineout-Overholt, E. (2022). Evidence-based practice in nursing & healthcare: A guide to best practice. Lippincott Williams & Wilkins

Advanced Communicative English

Subject code: B416
Theory : 48 hours (3 Credits)
Laboratory : 48 hours (1.5 Credits)
Practical : 0 hours

Goal: The goal of this subject is to equip individuals with the necessary knowledge and skills in English language for effective communication and interaction within health care settings.

Learning Objectives: Upon completion of this subject students will be able to:

1. develop and enhance language skills required for the international English proficiency.
2. provide ample practice opportunities to improve listening, reading, writing, and speaking skills within the health care context.
3. increase students' confidence and competence in effectively communicating with patients, colleagues, and health care professionals.
4. enhance students' understanding of medical terminology, abbreviations, and common health care procedures.
5. write clear, concise and accurate reports, documentations and patients records.

Subject requirement:

1. Class attendance: 85%
2. Lab attendance: 85%

Teaching Learning activities:

1. Brain storming
2. Lecture and discussions
3. Self-study
4. Group work
5. Assignment
6. Presentation
7. Practice listening & speaking in language labs
8. Assignments: (Summary writing, reading, listening, self-reflection)
9. Oral presentation (individual work or group work)

Teaching Materials:

1. Computer & Headphone
2. Smart board
3. Multimedia projector
4. White board and marker
5. Books and Audio scripts
6. Related equipment/instruments etc.

Contents	Teaching learning activities	T	L	P
Listening module: <ul style="list-style-type: none"> ▪ Listening to health care-related conversations and lecture. ▪ Identifying key information, tone, and general idea ▪ Completing listening tasks, such as IELTS, OET format etc. ▪ Practicing listening, such as IELTS, OET format etc. ▪ MOCK listening tests to assess progress. 	Guided Listening Tasks: Listen to OET consultations and IELTS lectures; answer multiple-choice and note-completion questions. Audio Jigsaw Activity: Students listen to different parts of a patient consultation, then discuss findings. Shadow Listening: Repeat short health-related phrases and instructions for accent and rhythm accuracy. Listening Logs: Weekly reflections summarizing one OET or IELTS listening clip. Dictogloss: Teacher reads a short medical passage twice; students reconstruct the content. Mock Tests: Administer timed listening tests in both formats (OET and IELTS).		24	
Speaking module: Improving the following areas <ul style="list-style-type: none"> ▪ Improving fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation 	Role Plays (OET): Nurse-patient scenarios such as explaining a diagnosis, giving medication instructions. Cue Card Responses (IELTS): Respond to topics like “Describe a time you		24	

<ul style="list-style-type: none"> ▪ Practicing speaking, such as IELTS, OET format etc. ▪ MOCK speaking tests such as IELTS, OET format etc. to assess progress. 	<p>helped someone medically.”</p> <p>Situation Cards: Quick response games simulating emergency, handover, and patient queries.</p> <p>Peer Interview Practice: Switch between interviewer and interviewee roles with healthcare and general topics.</p> <p>Pronunciation Clinic: Focused sessions on stress, rhythm, and intonation.</p> <p>Mock Speaking Tests: Practice both IELTS Part 1–3 and OET speaking sub-tests with rubrics.</p>			
<p>Reading module:</p> <ul style="list-style-type: none"> ▪ Enhancing reading comprehension skills through health care-related articles, case studies, and journals. ▪ Identifying main ideas, details, and inferences. ▪ Practicing reading, such as IELTS, OET format etc. ▪ MOCK reading tests such as IELTS, OET format etc. to track improvement. 	<p>Skim & Scan Relay: Teams race to find specific information from authentic articles.</p> <p>Reading Rounds: Rotate between case studies, charts, and research abstracts with a worksheet.</p> <p>Main Idea Mapping: Extract central idea and supporting points from OET/IELTS passages.</p> <p>Post-Reading Reflections: Students summarize and relate the content to their clinical experience.</p> <p>Mock Reading Tests: Practice full-length IELTS (academic) and OET reading tests.</p>	24		
<p>Writing module:</p> <ul style="list-style-type: none"> ▪ Writing CV & cover letter ▪ Interpreting chart/graph ▪ Practicing writing such as IELTS, OET format etc. 	<p>Referral Letter Writing (OET): Using case notes, students write structured letters to a GP or specialist.</p> <p>IELTS Essay Practice:</p>	24		

<ul style="list-style-type: none"> ▪ Writing formal letter, referral letter, argumentative essay & academic writing ▪ MOCK reading tests, such as IELTS, OET format etc. to track improvement. 	<p>Topics like “The role of technology in modern healthcare.”</p> <p>CV & Cover Letter Writing: Emphasis on clarity, structure, and appropriate tone.</p> <p>Data Interpretation: Write descriptions of trends from health-related graphs/charts.</p> <p>Peer Review Workshops: Use a correction code to edit and improve each other's writing.</p> <p>Mock Tests: IELTS Task 1 & 2, and OET writing sub-test under timed conditions.</p>			
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Suggested Reading Materials:

Grammar & Skills:

- *English Grammar in Use* – Raymond Murphy (Intermediate)
- *Vocabulary for IELTS* – Pauline Cullen
- *Academic Vocabulary in Use* – Michael McCarthy

Healthcare-Specific:

- *Cambridge English for Nursing* – Virginia Allum
- *OET Practice Book for Nurses* – Braverman & Pisani
- *English for Health Sciences* – Oxford Careers Series

Practice Sets:

- Cambridge IELTS Series
- Official OET Preparation Material
- Online IELTS/OET sample tests from British Council and OET official sites

Annexure-I

Master Plan

First Year																										
Term-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Weeks	T	T	T	T	T	L	L	T	T	T	L	L	T	T	L	L	L	T	T	R	SL	TE	TE	B	B	B
Term-2	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Weeks	T	T	L	CP	CP	CP	CP	T	T	FV	T	L	L	CP	CP	CP	R	R	SL	YFEX	YFEX	YFEX	YFEX	B	B	B

Second Year																										
Term-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Weeks	T	T	T	T	CP	CP	CP	CP	T	T	CP	CP	CP	T	T	L	CP	CP	T	R	SL	TE	TE	B	B	B
Term-2	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Weeks	CP	CP	CP	CP	T	T	CP	CP	CP	T	L	L	CP	CP	CP	FV	R	R	SL	YFEX	YFEX	YFEX	YFEX	B	B	B

Third Year																										
Term-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Weeks	T	T	T	CP	CP	CP	CP	T	T	L	CP	CP	CP	T	CP	CP	CP	CP	T	R	SL	TE	TE	B	B	B
Term-2	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Weeks	CP	CP	CP	CP	T	T	L	CP	CP	CP	CP	T	L	FV	FV	T	R	R	SL	YFEX	YFEX	YFEX	YFEX	B	B	B

Fourth Year																										
Term-1 Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	T	T	T	T	L	CP	CP	CP	CP	CP	T	L	CP	CP	CP	CP	CP	CP	T	R	SL	TE	TE	B	B	B
Term-2 Weeks	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
	T	T	L	CP	CP	CP	CP	CP	T	TP	TP	T	CP	CP	L	RW	RW	R	R	SL	YFEX	YFEX	YFEX	YFEX	B	B

****T= Theory, L= Laboratory, R= Review, SL= Study Leave, TE= Term Exam, CP=Clinical Practicum, FV= Field Visit,**

TP = Teaching Practice, YFEX =Year Final Exam, B= Break/Leave, RW=Research Work,

Annexure-II

(Sample of Academic Transcript)

Name of College
Academic transcript

Logo:

Name of College:

Academic Transcript

Bachelor of Science in Nursing

Name Father's Name..... Mother's Name.....

Student Registration..... Session..... Roll Medium of Instruction: English

Year	Subject Name	Credits	Credit/Hours						Marks	Obtaine d marks	Letter Grade	Grade point
			Theory		Lab		Practice					
			Hr	Cr	Hr	Cr	Hr	Cr				
First Year	Communicative English	4	40	2.5	48	1.5	0	0	100	80	A+	4.00
	Nursing Informatics	4.5	48	3	48	1.5	0	0	100	85	A+	4.00
	Behavioral Science and Nursing Humanities	6	80	5	0	0	48	1	150	113	A	3.75
	Anatomy	7.5	96	6	48	1.5	0	0	150	106	A-	3.50
	Physiology	7.5	96	6	48	1.5	0	0	150	98	B+	3.25
	Microbiology and Pathology	5.75	80	5	24	.75	0	0	150	93	B	3.00
	Fundamental Nursing I	22.63	184	11.5	132	4.13	336	7	200	140	A-	3.50
Credit	57.88								GPA	A-	3.57	
Second Year	Fundamental Nursing II	11.13	96	6	36	1.13	192	4	200	125	B	3.00
	Pediatric Nursing	8.37	64	4	12	.37	192	4	200	130	B+	3.25
	Medical and Surgical Nursing - I	11.75	80	5	24	.75	288	6	200	135	B+	3.25
	Pharmacology	2.87	40	2.5	12	.37	0	0	100	65	B+	3.25
	Traumatology and Orthopedic Nursing	9.37	80	5	12	.37	192	4	200	140	A-	3.50
	Nutrition and Biochemistry	3.88	40	2.5	12	.38	48	1	150	100	B+	3.25
	Laws, Ethics and Forensic Nursing	3	32	2	0	0	48	1	100	70	A-	3.50
Credit	50.37									B+	3.28	
Third Year	Geriatric Nursing	5.37	48	3	12	.37	96	2	150	110	A-	3.50
	Psychiatric and Mental Health Nursing	8	64	4	0	0	192	4	200	130	B+	3.25
	Emergency and Critical Care Nursing	10.25	64	4	48	1.5	240	5	200	135	B+	3.25
	Medical and Surgical Nursing - II	14.5	108	6.75	56	1.75	288	6	200	121	B	3.00
	Community Health Nursing & Epidemiology	11	112	7	0	0	192	4	200	127	B	3.00
Credit	49.12									B	3.20	
Fourth Year	Midwifery	14	88	5.5	48	1.5	336	7	200	140	A-	3.50
	Obstetrical and Gynecological Nursing	11.75	64	4	24	.75	336	7	200	148	A-	3.50
	Nursing Management and Administration	6	48	3	0	0	144	3	100	65	B+	3.25
	Nursing Education	6.88	56	3.5	12	.38	144	3	200	147	A-	3.50
	Research and Bio- statistics	5.87	56	3.5	12	.37	96	2	200	150	A	3.75
	Advanced Communicative English	4.5	48	3	48	1.5	0	0	100	74	A-	3.50
Credit	49.00									A-	3.50	

Total attempted credits=206, Total Passed=206 credits, Cumulative GPA=3.39, Cumulative letter grade=B+.

Prepared by.....
Compared by.....
Principal.....

Grading Scale		
Numerical Grade	Letter Grade	Grade Point
80% and above	A+	4.00
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.50
65% to less than 70%	B+	3.25
60% to less than 65%	B	3.00
Less than 60%	F	0.00

Annexure III

Contributors:

Expert committee:

Name of Stakeholders:

Reviewers:

IT assistant:

Official Assistant: