

# Syllabus for **Diploma in Nursing Science and Midwifery 2018**



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**Bangladesh Nursing and Midwifery Council**

Syllabus for  
**Diploma in Nursing  
Science and  
Midwifery  
2018**



**Bangladesh Nursing and Midwifery Council**

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# Course Syllabus

## D111: Behavioral Science

Theory	: 144 hrs.
Laboratory	: 0 hrs.
Practice	: 96 hrs.
Total hours	: 240 hrs.

### Course Description:

Introduction to Behavioral Science and social matters; relationship between social science and the influence of social structure; political and economic aspects on health care system; culture embedding in society including values, beliefs and practices of human behaviors; personality; social changes, culture and its influence on health within Bangladesh community; basic concepts of Psychology, common psychological theories and process of personality development.

### Goal:

The aim of the course is to acquire knowledge and skills regarding socio-cultural values, beliefs and practices, human mind and behaviors as well as factors affecting health and illness.

### Course Objectives:

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

1. understand the behavioral science and social matters;
2. Explain the relationship between behavioral science and social structures;
3. discuss the influence of socio-economic and political aspect on health care system;
4. identify cultural beliefs and practices in Bangladesh that affect people's health and health care
5. describe social movements and initiatives regarding emerging and re-emerging health-related issues in Bangladesh;
6. explain the concept and evolution of psychology;
7. understand the common psychological theories;
8. identify stages of psychology and psychosocial development throughout the lifespan; and
9. Practice in accordance with the professional code of ethics.

### Course Requirements:

1. Classroom attendance 80% & practical attendance 85%
2. Assignment and presentation (1 written paper of topic unit # 5 and group presentation # 5 and #7)
3. Complete all written assignments
4. Field trip; Govt. / NGOs/ Private Organization/Hospital

### Teaching methods:

1. Brain storming
2. Lecture and Discussion
3. Group Discussion
4. Role play
5. Field trips

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

1. Written examination = 100
2. Oral Examination = 20
3. Formative assessment = 30

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**Total marks = 150**

### N.B.

In formative assessment the students will be assigned for two assignments and presentations on marks will be divided as 7+7=14 marks

### References:

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## Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible teacher
12 hrs.	1	<b>Course orientation</b> <b>Introduction to Behavioral Science</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Components of Behavioral Science</li> <li>- Significance of psychology in nursing profession historical development and evolution of psychology ( from structuralism to neuropsychology)</li> </ul>	Lecture and discussion  Group discussion and presentation	
12 hrs.	2	<b>Introduction to Social Science</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Significance of social science</li> <li>- Uses of social science in nursing</li> <li>- Boundaries and social matters</li> <li>- Relationship between social science and psychology</li> </ul>	Lecture, Group discussion and presentation	
10 hrs.	3	<b>Social structure</b> <ul style="list-style-type: none"> <li>- Meaning of social structure</li> <li>- Elements of social structure</li> <li>- Types of social structure</li> <li>- Anthropological perspectives</li> <li>- Social class</li> <li>- Social status and economic status</li> <li>- Social factors in community life</li> </ul>	Lecture and Group discussion Field trip	
14 hrs.	4	<b>Social structure and its relationship with health care system and health of people in the society</b> <b>Family</b> <ul style="list-style-type: none"> <li>- Definition and types of family</li> <li>- Characteristics of family</li> <li>- Functions of family</li> <li>- Roles and responsibilities of family</li> <li>- Patterns of care for a sick person in the family</li> </ul>	Lecture ,Group discussion and Role play	
8 hrs.	5	<b>Social movements and initiatives regarding emerging and re-emerging health-related issues in Bangladesh</b>	Group discussion Assignment and Poster presentation	
4 hrs.	6	<b>Government responsibility for health care</b>	Lecture and discussion	

6 hrs.	7	<b>Concept of Psychology</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Significance of psychology to the nursing profession</li> <li>- Factors influencing Human behavior</li> </ul>	<ul style="list-style-type: none"> <li>-Lecture</li> <li>-Discussion</li> <li>- Group assignments and presentations: case analyses provide case scenarios for students to discuss regarding factors influencing human behavior at different age group</li> </ul>	
12 hrs.	8	<b>Concept of Psychological Theories</b> <ul style="list-style-type: none"> <li>- Common Psychological theories</li> <li>- Importance of Psychological theories</li> </ul> <b>Biological bases of behaviors</b> <ul style="list-style-type: none"> <li>- The brain and behaviors</li> <li>- Neurotransmitters and behaviors</li> <li>- Gene and behaviors</li> </ul>	Lecture and discussion  Group discussion and presentation	
5 hrs.	9	<b>Motivation</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Significance</li> <li>- Types of motivation.</li> <li>- Theory of motivation.</li> </ul>	Lecture and discussion	
4 hrs.	10	<b>Education</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Formal and informal education</li> <li>- Influence of educational level on health status, especially of women's health</li> </ul>	Lecture and discussion	
3 hrs.	11	<b>Religions</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Impact of religion on health and health care</li> </ul>	Lecture and discussion	
10 hrs.	12	<b>Culture</b> <b>Definition and Terminology</b> <ul style="list-style-type: none"> <li>- Values and beliefs</li> <li>- Customs</li> <li>- Rituals</li> </ul> <b>Cultural factors in context of Bangladesh.</b>	Group discussion and presentation	
8 hrs.	13	<b>Health beliefs and practices</b> <ul style="list-style-type: none"> <li>- Beliefs and value of health</li> <li>- Local practices for maintenance of health,</li> </ul>	Lecture ,group discussion and presentation	



		<p>treatment of disease, and care of the sick</p> <ul style="list-style-type: none"> <li>- Beliefs on food and nutrition</li> </ul>		
10 hrs.	14	<p><b>Traditional healers</b></p> <ul style="list-style-type: none"> <li>- Types of healers in Bangladesh</li> <li>- Ayurvedic</li> <li>- Homeopathic</li> <li>- Unani</li> <li>- Religious</li> </ul>	Lecture, discussion, group works and role play.	
4 hrs.	15	<p><b>Developmental psychology throughout the lifespan</b></p> <p><b>Issues in development</b></p> <ul style="list-style-type: none"> <li>-Nature vs Nurture</li> <li>-Stability vs Change</li> <li>- Continuity vs Discontinuity</li> </ul>	Lecture and discussion	
8 hrs.	16	<p><b>Erikson's Psychosocial stages of development throughout the lifespan stage</b></p> <ul style="list-style-type: none"> <li>- Infancy</li> <li>- Toddler (Year 1-3)</li> <li>- Preschool (Year 3-6) <ul style="list-style-type: none"> <li>- Middle childhood (Year 6 - 12)</li> </ul> </li> <li>-Adolescent</li> <li>-Early adulthood</li> <li>-Middle adulthood</li> <li>-Late adulthood).</li> </ul>	Lecture and discussion	
6 hrs.	17	<p><b>Personality</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Significance</li> <li>- Types of personality. (Introvert-Extrovert)</li> <li>- Personality traits</li> <li>- Personality development.</li> </ul>	Lecture and discussion	
4 hrs.	18	<p><b>Social problems</b></p> <ul style="list-style-type: none"> <li>- Common social problems</li> </ul>	Group discussion and presentation	
4 hrs.	19	<p><b>Life crisis</b></p>	Lecture and discussion	

# Course Syllabus

## D112: Basic Science

Theory	: 96 hrs.
Laboratory	: 32 hrs.
Practice	: 0 hrs.
Total hours	: 128 hrs.

### Course Description:

Introduction to fundamental concepts of Biological Science including the organization and common characteristics of living matters, cell structures and functions, food production by photosynthesis, harvesting energy, mechanism of cells reproduction, genetics, evolutions, and Human Biology. Introduction to general chemistry including basic concepts about matter, atomic structure, chemical bonds, gases, liquid, and solids, solutions, chemical reactions, acid, bases, and salt; organic and biochemistry including hydrocarbons and their derivatives, carbohydrates, lipids, proteins, enzymes, vitamins, and minerals, nucleic acids,; principles of physics and applications to nursing including gravity and mechanics, pressure, heat and electricity; nuclear chemistry and nuclear physics, effects of radiation on human beings, and protection and disposal.

### Goal:

The aim of the course is to acquire knowledge and skills in general biological science, general chemistry and physics.

### Course Objectives:

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

1. understand the fundamental concepts in the general biological science;
2. explain the characteristics of living matter and cell reproduction;
3. differentiate DNA and RNA and their roles in genetics;
4. explain principles of human organization and homeostasis;
5. understand the fundamental concepts in general chemistry including matter, atomic structure, chemical bonds, gases, liquid, and solids, solutions, chemical reactions, acid, bases, and salt; organic;
6. explain the biochemistry including hydrocarbons and their derivatives, carbohydrates, lipids, proteins, enzymes, vitamins, and minerals, nucleic acids; and
7. explain the principles of physics and applications to nursing including gravity and mechanics, pressure, heat and electricity; nuclear chemistry and nuclear physics, effects of radiation on human beings, protection and disposal.

### Course Requirements:

1. Attend the classroom study 80%
2. Participate in site visit activities as scheduled in the course outline

**Teaching methods:**

1. Brain storming
2. Lecture and Discussion.

**Course Evaluations:**

Students will be evaluated after completion of the course using the following strategies:

1 Written examination	= 100
2. Oral examination	= 20
2. Formative assessment	= 30

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**Total marks = 150**

**N.B.**

In formative assessment the students will be assigned for two report writing and marks will be divided as 7+7=14 marks

**References:**

Byrne, P. M. (1999). *Biochemistry made very easy: Book one*. USA: Universal Publishers.

Sackheim, G. I., & Lehman, D. D. (1994). *Chemistry for the health sciences* (7<sup>th</sup> ed.). New York: Macmillan Publishing Company.

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## Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
2 hrs.	1	<b>Course Orientation</b> <b>Introduction to science of biology</b> <ul style="list-style-type: none"> <li>- biology contributes to nursing</li> </ul>	Lead the discussion by asking students the following questions: -What is life? -Why is life so diverse? -Why study biology? How knowledge of biology contributes to nursing?	
2 hrs.	2	<b>Organization of living matter</b> <ul style="list-style-type: none"> <li>- Common characteristics of living matters</li> </ul>	Lecture and discussion Group discussion and presentation	
3 hrs.	3	<b>Cell reproduction</b> <ul style="list-style-type: none"> <li>- Cell growth</li> <li>- Cell division ( Mitosis , Meiosis)</li> </ul> <b>Regulating the cell cycle</b>	Lecture and discussion	
4 hrs.	4	<b>Genetics</b> <ul style="list-style-type: none"> <li>- DNA and RNA</li> <li>- Gene expression and regulation</li> <li>- Human genetics and development</li> </ul>	Lecture, group discussion and poster presentation	
4 hrs.	5	<b>Human biology: Body organization and homeostasis</b> <ul style="list-style-type: none"> <li>- From cells to organ systems</li> <li>- Control and coordination of the body</li> <li>- Maintenance of the body</li> <li>- Reproduction</li> <li>- Human genetics and development</li> </ul>	Lecture and discussion	
4 hrs.	6	<b>Introduction to general chemistry</b> <b>Properties of matter</b> <ul style="list-style-type: none"> <li>- What is matter</li> <li>- State of matter</li> <li>- Changes of state</li> <li>- Classes and properties of matter</li> <li>- Energy</li> <li>- Composition of matter: elements, compounds and mixtures</li> </ul>	Lecture and discussion	
6 hrs.	7	<b>Structures of matter (atomic structure)</b> <ul style="list-style-type: none"> <li>- The atom</li> <li>- Fundamental particles</li> </ul>	Lecture and discussion Students will visit the	

		<ul style="list-style-type: none"> <li>- Structure of the atom</li> <li>- Isotopes</li> <li>- Noble gases</li> <li>- Electron microscopy</li> </ul>	topic related field	
2 hrs.	8	<b>Important elements and trace elements for human health</b>	Lecture and discussion Ask students to identify important elements for human health	
2 hrs.	9	<b>Chemical bonds</b> <ul style="list-style-type: none"> <li>- Molecules</li> <li>- Formation of ions</li> </ul>	Lecture and discussion	
2 hrs.	10	<b>Gases, liquids, and solids</b> <ul style="list-style-type: none"> <li>- The importance of gas density</li> <li>- The exchange of the respiratory gases</li> </ul>	Lecture and discussion	
8 hrs.	11	<b>Solutions</b> <ul style="list-style-type: none"> <li>- Characteristics of solutions</li> <li>- Factors affecting gas solubility</li> <li>- Osmosis, osmotic pressure, and osmolarity</li> <li>- The artificial kidney: A haemodialysis machine</li> </ul>	Lecture and discussion Demonstrate	
4 hrs.	12	<b>Chemical reactions</b> <ul style="list-style-type: none"> <li>- Types of chemical reaction</li> <li>- Equilibrium</li> <li>- Changes in body temperature</li> <li>- Oxygen, hemoglobin, and equilibrium</li> </ul>	Lecture and discussion	
6 hrs.	13	<b>Principles of physics</b> Importance and applications of physics to nursing <b>Gravity and mechanics</b> <ul style="list-style-type: none"> <li>- Principles of centre of gravity</li> <li>- Body mechanics</li> <li>- Use of traction, postural drainages</li> </ul>	Lecture and discussion  Students will visit the clinical settings to observe and write a report regarding: how the treatments are used, how they work (explain in relation to principles of physics-gravity and mechanics)	
4 hrs.	14	<b>Pressure</b> <ul style="list-style-type: none"> <li>-Laws of pressure</li> <li>-Use of artificial respirators, suction, chest drainage</li> </ul>	Lecture and discussion	
4 hrs.	15	<b>Heat</b> <ul style="list-style-type: none"> <li>-Measurement of heat</li> <li>-Application of heat and cold</li> </ul>	Lecture and discussion	

5 hrs.	16	<b>Acids, bases, and salts</b> <ul style="list-style-type: none"> <li>- Acid-base neutralization reaction</li> <li>- Acidic, basic, and neutral solutions- the pH concept</li> <li>- Blood plasma pH and hydrolysis</li> <li>- Electrolytes and body fluids</li> </ul>	Lecture and discussion  Students will visit the Pathological department	
5 hrs.	17	<b>Introduction to bio-chemistry</b> <ul style="list-style-type: none"> <li>- Importance of biochemistry</li> <li>- Analysis of urine sample</li> <li>- Explain hydrocarbons and their derivatives, Carbohydrates, lipids, proteins, enzymes, vitamins and minerals.</li> </ul>	Lecture and discussion demonstrate  Students will visit the Pathological department	
4 hrs.	18	<b>Analysis of blood sample</b> <ul style="list-style-type: none"> <li>- Serum protein and bilirubin in blood</li> <li>- Blood sugar, urea serum calcium</li> </ul>	Lecture and discussion  Students will visit the Pathological department.	
8 hrs.	19	<b>Electricity</b> <ul style="list-style-type: none"> <li>- Sources of electricity</li> <li>- Effect of electricity on human function</li> </ul> <b>Use of electro-medical machines in diagnosis and therapy including:</b> <ul style="list-style-type: none"> <li>- electrocardiogram (ECG)</li> <li>- electroencephalogram</li> <li>- electromyogram</li> <li>- defibrillator</li> <li>- Precautions against static electricity</li> </ul>	Lecture and discussion  Demonstrate the use of EKG/ECG or show picture in a class / students will visit the clinical settings/ECG department.	
5 hrs.	20	<b>Ultrasonic and Ultrasonogram (USG)</b>	Lecture and discussion  Students will visit the clinical settings/USG department	
6 hrs.	21	<b>Use of X-Ray, gamma rays, and radioactive isotopes in diagnosis and therapy</b>	Lecture and discussion	
6 hrs.	22	<b>Effects of radiation on human beings</b> <ul style="list-style-type: none"> <li>- Protection against radiation exposure</li> <li>- Disposal of radioactive waste</li> </ul>	- Lecture and discussion  Students visit the radiology department to observe and write a report regarding: how the radiation are used, how personnel protect themselves and why they do so, if not what is going to happen to their health.	

# Course Syllabus

## D123: Anatomy and Physiology

Theory	: 208 hrs.
Laboratory	: 48 hrs.
Practice	: 0 hr.
Total hrs.	: 256 hrs.

### Course Description:

The course is designed for the basic understanding of anatomical structures and physiological functions of human body; musculoskeletal system, digestive system; respiratory system; cardiovascular system; urinary system, endocrine system, reproductive system, nervous system, hematologic system, sensory organs, integumentary system, and immune system.

### Goal:

The aim of the course is to acquire knowledge and skills regarding anatomy and physiology.

### Course Objectives:

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

1. explain anatomical structure of human body;
2. explain physiological functions of the human body;
3. describe functions of the body systems;
4. identify and demonstrate the different organs; and
5. Describe the functions of the different organs.

### Course Requirements:

1. Attending the class 80%
2. Attending laboratory sessions 85%

### Teaching methods:

1. Brain storming
2. Lecture and discussion
3. Demonstration

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

1. Written examination = 100
2. Oral Examination = 50
3. Practical = 50
4. Formative assessment = 50

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**Total marks = 250**

**N.B.**

- In formative assessment the students will be assigned for four poster presentation and four quizzes.
- 16 marks for poster presentation =(4+4+4+4)
- 08 marks for quiz =(2+2+2+2)

**References:**

Berne, R. M., & Levy, M. N. (2010). *Physiology* (6<sup>th</sup> ed.). St. Louis, MO: Mosby. United state

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Garg K, Mittal PS and Chandrupatla, (2015) *BD chaurasia's Human Anatomy* ,Vol-1,2,3, (6<sup>th</sup> edition), CBS Publishers & Distributors PVT. LTD, New Delhi-India



## Course Outline:

Number of hrs.	Units	Contents	Teaching-Learning Activities	Responsible Teacher
22 hrs.	1	<b>Course orientation</b>  <b>Introduction to anatomy and physiology</b> <ul style="list-style-type: none"> <li>- Significance</li> <li>- Definitions</li> <li>- Anatomical terminology</li> <li>- Anatomical structure</li> <li>- Levels of structural organization of Human body</li> </ul> <b>Physiological functions of:</b> <ul style="list-style-type: none"> <li>- Cells</li> <li>- Tissues</li> <li>- Membranes and glands</li> <li>- Organs</li> </ul> <b>Organ system</b>	<p>The teacher will deliver and the students will listen the lectures and take notes.</p> <p>The teacher will show VDO Presentation of human body and students will watch.</p> <p><b>Quiz</b></p>	
Lab-04 hrs.		Reading assignment (Anatomical position, directional terms, body region, body cavity, anatomical planes etc)	Lab practice with anatomical model and chart	
22 hrs.	2	<b>Body movement:</b> <b>Musculoskeletal system</b> <b>Structure and functions of:</b> <ul style="list-style-type: none"> <li>-Bones</li> <li>-Cartilage</li> <li>-Joints and ligaments</li> <li>-Muscles</li> </ul>	<p>Lecture, discussion and demonstration</p> <p><b>Quiz</b></p>	
Lab-08 hrs.		<b>Musculoskeletal system</b>	Lab practice with Musculoskeletal model and anatomical chart	
23 hrs.	3	<b>Digestive system</b> <b>Structure and functions of:</b> <ul style="list-style-type: none"> <li>-Tongue, teeth, saliva gland and pharynx</li> <li>-Esophagus</li> <li>-Stomach</li> <li>-Small and large intestine</li> <li>-Pancreas and spleen</li> <li>-Liver , Gall bladder and biliary tract/tree</li> <li>-Mastication, digestion, absorption, and elimination</li> </ul>	<p>Lecture and discussion</p> <p>The teacher will show VDO presentation and ask the students about their understanding</p> <p>Poster presentation</p>	
Lab-06 hrs.		<b>Digestive system</b>	Lab practice with GI model and anatomical chart	
12 hrs.	4	<b>Respiratory system</b> <b>Structure and functions of:</b> <ul style="list-style-type: none"> <li>-Nose, pharynx, larynx,</li> <li>-Trachea and bronchus</li> </ul>	<p>Lecture and discussion</p> <p>The teacher will</p>	

Number of hrs.	Units	Contents	Teaching-Learning Activities	Responsible Teacher
		<ul style="list-style-type: none"> <li>-Lungs: lobe and pleura</li> <li>-Inspiration and expiration</li> <li>-Gas exchanges</li> <li>-Roles of lung in controlling acid-base balance</li> </ul>	show VDO and ask the students about their understanding  <b>Quiz</b>	
Lab-02 hrs.		Respiratory system	Lab practice with lung model and anatomical chart	
20 hrs.	5	<b>Cardiovascular system</b> <ul style="list-style-type: none"> <li>-Blood</li> <li>-Blood vessels</li> <li>-Heart</li> <li>-Blood circulation</li> <li>-Conducting system of heart</li> </ul>	Lecture and discussion  The teacher will show VDO Presentation of blood circulation  Poster presentation	
Lab-06 hrs.		Cardiovascular system	Lab practice with heart model	
12 hrs.	6	<b>Urinary system</b> <b>Structure and functions of:</b> <ul style="list-style-type: none"> <li>-Kidney</li> <li>-Ureter</li> <li>-Urinary bladder</li> <li>-Urethra</li> <li>-Urine formation</li> </ul>	Lecture and discussion VDO Presentation Poster presentation	
Lab-02 hrs.		Urinary system	Lab practice with kidney model and anatomical chart	
12 hrs.	7	<b>Endocrine system</b> <ul style="list-style-type: none"> <li>-Pituitary gland</li> <li>-Thyroid gland</li> <li>-Parathyroid gland</li> <li>-Adrenal gland</li> <li>-Islets of Langerhans</li> <li>-Gonads</li> <li>-Pineal gland</li> </ul>	Lecture and discussion	
Lab-02 hrs.		Endocrine system Interpreting Thyroid function test	Lab practice with body model	
26 hrs.	8	<b>Reproductive system</b> <b>Male reproductive system:</b> <ul style="list-style-type: none"> <li>-Penis and scrotum</li> <li>-Testes</li> <li>-Duct system</li> </ul>	Lecture and discussion  The teacher will show VDO of	

Number of hrs.	Units	Contents	Teaching-Learning Activities	Responsible Teacher
		<ul style="list-style-type: none"> <li>-Prostate gland</li> <li>-Spermatogenesis</li> <li>-Hormonal control and sexual development</li> </ul> <p><b>Female reproductive system</b></p> <ul style="list-style-type: none"> <li>-External genitalia</li> <li>-Internal organs</li> <li>-Vagina</li> <li>-Cervix and uterus</li> <li>-Fallopian tubes and ovaries</li> <li>-Mammary glands</li> <li>-Hormonal functions and menstrual cycle</li> <li>-Ovulation</li> <li>-Fertilization</li> </ul>	reproductive organs  Poster presentation  Quiz	
Lab-06 hrs.		Reproductive system	Lab practice with male and female reproductive chart and model	
15 hrs.	9	<p><b>Nervous system</b></p> <p><b>Structure and functions of:</b></p> <ul style="list-style-type: none"> <li>-Nerve tissues</li> <li>-Central nervous system (CNS)</li> <li>-Peripheral nervous system (PNS)</li> <li>-Autonomic nervous system (ANS)</li> <li>-General sensory and motor pathway</li> </ul>	Lecture and discussion	
Lab-02 hrs.		Nervous system Drawing sensory and motor pathway	Lab practice with brain and spinal cord model	
12 hrs.	10	<p><b>Hematologic system</b></p> <ul style="list-style-type: none"> <li>-Blood components: red blood cells (RBC), white blood cells (WBC), and platelets</li> <li>-Coagulation factors</li> <li>-Blood groups &amp; Rh factors</li> </ul>	Lecture and discussion	
Lab-04 hrs.		Reading and interpreting normal complete blood counts (CBC) and blood groups with Rh factors	Lab practice	
10 hrs.	11	<p><b>Sensory organs</b></p> <ul style="list-style-type: none"> <li>-Skin</li> <li>-Mouth and tongue</li> <li>-Nose</li> <li>-Eyes</li> <li>-Ears</li> </ul>	Lecture and discussion	
Lab-04 hrs.		Testing sensation -Visual acuity	Lab practice	
10 hrs.	12	<p><b>Integumentary system</b></p> <ul style="list-style-type: none"> <li>-Skin layers</li> <li>-Epidermal appendages</li> <li>-Regulating of body temperature</li> </ul>	Lecture and discussion	

Number of hrs.	Units	Contents	Teaching-Learning Activities	Responsible Teacher
Lab-02 hrs.		Integumentary system	Lab practice with integumentary model and chart	
12 hrs.	13	<b>Immune system</b> -Central lymphoid organs and tissues: Bone marrows and Thymus -Peripheral lymphoid organs and tissues: Lymph nodes, lymph, and lymphatic vessels	Lecture and discussion	



# Course Syllabus

## D123: Microbiology and Parasitology

Classroom Study Hours	: 48hrs.
Laboratory Hours	: 16hrs.
Practice Hours	: 0hrs.
Total hours	: 64hrs.

### Course Description:

Basic microbiology, Parasitology, and immunology; nature, reproduction, growth, and transmission of common microorganisms and parasites in Bangladesh; prevention including universal precaution and immunization, control, sterilization, and disinfection; and specimen collections and examination.

### Course Goal:

Students will have an understanding of common organisms and parasites caused human diseases and acquire knowledge about the prevention and control of those organisms.

### Course Objectives:

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

1. describe scopes of microbiology and parasitology;
2. explain nature, reproduction, growth, and transmission of common microorganisms and parasites in Bangladesh;
3. explain how microorganisms cause human diseases;
4. outline and explain strategies used to prevent and control microorganisms including universal precaution techniques, use of microbial control methods, and immunization;
5. analyze situations embedding in hospital culture and Bangladesh culture that may contribute to hospital-acquired infection and infectious diseases;
6. compare active and passive immunization; and
7. explain the use of microscope and steps to prepare and collect specimens for microscopic examination.

### Course Requirements:

1. Attend the classroom study 80%
2. Group work assignment on common disinfectants being used in hospitals in Bangladesh and write a report on how they work
3. Laboratory study 85%
4. Clinical visit as scheduled

### Teaching methods:

1. Brain storming
2. Lecture and Discussion
3. Group Discussion

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

1. Written examination =100
2. Oral Examination = 20
3. Practical = 10
4. Formative assessment = 20

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**Total marks = 150**

### N.B.

- In formative assessment the students will be assigned for one poster presentation and one quiz.
- 05 marks for poster presentation
- 03 marks for quiz

### References:

Anthikad J. (2013), *Medical Microbiology for Nurses (Including Parasitology)*, 1<sup>st</sup> edition , Jaypee Brothers Medical Publishers (P) Ltd New Delhi, India

Kumar S,(2015),*Textbook of Microbiology* , 1<sup>st</sup> edition , Jaypee Brothers Medical Publishers (P) Ltd New Delhi, India

Ash, L. R., & Orihel, T. C. (2007). *Atlas of human parasitology* (4th ed.). Chicago, IL: ASCP Press.

Ingraham, J. L., & Ingraham, C. A. (2004). *Introduction to microbiology: A case history approach* (3rd ed.). Australia: Thomson.

Tortara, G. J., Funke, B. R., & Case, C. L. (2002). *Microbiology: An introduction* (7th ed.). San Francisco, CA: Benjamin Cummings.

## Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
4 hrs.	1	<b>Course orientation</b> <b>Introduction to Microbiology and Parasitology</b> <b>Scope of Microbiology and Parasitology</b> -Chemotherapy -Immunology -Virology <b>Microbes and human diseases</b> <b>Introduction to Microscope</b>	Lecture and discussion  Demonstration	
4 hrs.	2	<b>Nature, reproduction, growth, and transmission of common microorganisms and parasites in Bangladesh:</b>  <b>Bacteria:</b> <b>Cocci</b> -Diplococci (Pneumonia, Gonorrhoea) -Streptococci (Throat infection, Rheumatic fever) -Staphylococci (Wound and skin infection)  <b>Bacilli</b> -Gram positive (Tetanus, Botulism, Anthrax) -Gram negative (E.Coli, Shigella and Salmonella gastro-intestinal infection) -Acid fast (Tuberculosis, Leprosy)  <b>Spiral form</b> - Vibrio (Cholera) - Spirochetes (Syphilis, Hemorrhagic jaundice) -Helicobacter pylori (Peptic ulcer)	Lecture and discussion	
Lab-4 hrs.		Microscopic study of bacteria	Lab study Self-study	
3 hrs.	3	<b>Viruses</b> - Pneumotropic (viral influenza) - Neorotropic (viral encephalitis, Polio, Rabies) - Viscerotropic (infectious hepatitis, Dengue fever, yellow fever) - Dermatropic (Measles, Chicken Pox, Warts)	Lecture and discussion	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
2 hrs.	4	<b>Fungi</b> <ul style="list-style-type: none"> <li>- Dermatophyte: Tineas or ring worms (Mycoses)</li> <li>- Candida: Candidiasis (Thrush)</li> <li>- Cryptococcus(Cneoformans): Cryptococcosis</li> </ul>	Lecture and discussion	
Lab-4 hrs.		Microscopic study of viruses and fungi	Lab study Self-study	
3 hrs.	5	<b>Parasites</b> <ul style="list-style-type: none"> <li>- Protozoa and Helminths</li> <li>- Plasmodium falciparum, vivax, ovale, malariae (Malaria)</li> <li>- Leishmania donovani (kala azar or dum dum fever)</li> <li>- Entamoeba histolytica (amoebic dysentery)</li> <li>- Tapeworms, pinworms, hookworms, and roundworms</li> <li>- Trichomonas vaginalis (trichomoniasis)</li> </ul>	Lecture and discussion	
Lab-4 hrs.		Microscopic study of parasites	Lab study Self-study	
4 hrs.	6	<b>Microorganisms and human diseases: Capabilities of a pathogen</b> <ul style="list-style-type: none"> <li>- Maintaining reservoirs: Human/animal</li> <li>- Getting and entering the host</li> <li>- Adhering to a body surface</li> <li>- Invading the body</li> <li>- Evading the body's defense</li> <li>- Multiplying in the host</li> <li>- Leaving the body</li> </ul>	Lecture and discussion	
3 hrs.	7	<b>Immunization</b> <b>Active immunization</b> <ul style="list-style-type: none"> <li>-Vaccines: Types and characteristics</li> <li>- Bangladesh and WHO Health Care Policy on active immunization</li> </ul> <b>Passive immunization</b>	Lecture and discussion	
4 hrs.	8	<b>Prevention and controlling of microorganisms</b> <ul style="list-style-type: none"> <li>- Universal precautions (UP)</li> <li>- Microorganisms in the hospitals</li> <li>- Mode of transmission</li> </ul>	Lecture and discussion	



Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
10 hrs.	9	<b>Controlling of microbial growth</b> <b>Actions of microbial control agents</b> <ul style="list-style-type: none"> <li>- Alterations of membrane permeability</li> <li>- Damage to proteins and nucleic acids</li> </ul> <b>Physical methods:</b> <ul style="list-style-type: none"> <li>- Heat: moist (autoclave), dry (flaming), pasteurization</li> <li>- Filtration</li> <li>- Osmotic pressure</li> <li>- Radiation</li> </ul> <b>Chemical methods:</b> <ul style="list-style-type: none"> <li>- Effective disinfection</li> <li>- Disinfectants</li> </ul>	Lecture and discussion  Students will visit to autoclave department /CSSD (The Central Sterile Services Department )  <b>Quiz</b>	
4 hrs.	10	<b>Hospital-Acquired Infection</b> <ul style="list-style-type: none"> <li>- Microorganisms in the hospitals</li> <li>- Compromised host</li> <li>- Chain of transmission</li> <li>- Common nosocomial infection <ul style="list-style-type: none"> <li>• Urinary tract infections</li> <li>• Surgical site infections</li> <li>• Lower respiratory infections</li> <li>• Bacteremia</li> </ul> </li> <li>- Control of nosocomial infection</li> </ul>	Lecture and discussion & Group work and presentation	
3 hrs.	11	<b>Common disinfectants being used in hospitals in Bangladesh and how they work</b>	Group work on common disinfectants being used and its action in hospitals in Bangladesh	
4 hrs.	12	<b>Identification of microorganisms</b> <b>Microscopy</b> <b>Cultures of microorganisms</b> <ul style="list-style-type: none"> <li>-Basic principles</li> <li>-Media</li> <li>-Culture techniques</li> </ul> <b>Examination of human specimens</b> <ul style="list-style-type: none"> <li>-Swabs (nose, throat, cervix, ulcers, and wounds)</li> <li>-Sputum</li> <li>-Stool</li> <li>-Urine</li> </ul>	Lecture and discussion	
Lab 4 hrs.		Preparation , collection and examination of human specimens:	Students will visit to pathological department	

## **Course syllabus**

### **D135: Fundamentals of Nursing**

Theory	: 252 hrs.
Laboratory	: 92 hrs.
Practice	: 480 hrs.
Total hours	: 824 hrs.

#### **Course Description:**

The course has included basic concepts of nurse and nursing, unique functions of a nurse, nursing history, nursing ethics, BNMC code of conducts, nurses' roles and responsibilities. Communication in Nursing: assertive communication, barriers to effective communication, interpersonal and therapeutic relationship, key elements in building relationships, communicating with other health care professionals; concepts, principles and practice of first aid and wound care including nursing techniques and procedures, recording and reporting, basic need for nutrition and hydration and elimination for critically ill patient, administering oxygen, medication and blood products. Health assessment; sources of data and assessment strategies, diagnostic tests and investigations.

#### **Goal:**

The aim of the course is to provide competencies to the students regarding Fundamentals of Nursing.

#### **Course Objectives:**

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

1. describe basic concepts of nurse, nursing and unique functions of a nurse;
2. explain the nursing history, nursing ethics, BNMC code of conducts, nurses' roles and responsibilities;
3. explain communication in Nursing, assertive communication, barriers to effective communication, interpersonal and therapeutic relationship and key elements in building relationships;
4. explain first aid and bandaging and its principles and practice;
5. demonstrate the nursing techniques and procedures; and
6. demonstrate knowledge and skills in health assessment.

#### **Course Requirements**

1. Attending in class 80%
2. Attending in Lab practice 85%
3. Participating in group assignments.
4. Self-learning and practice in the nursing laboratory prior to clinical practice.

#### **Teaching methods;**

1. Brain storming
2. Lecture and Discussion
3. Demonstration
4. Simulation
5. Role play
6. Clinical teaching

## Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

- |                         |      |
|-------------------------|------|
| 1. Written examination  | =100 |
| 2. Oral Examination     | = 50 |
| 3. Formative assessment | = 50 |
| 4. Practical            | = 50 |

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**Total marks = 250**

## N.B.

- In formative assessment the students will be assigned for two assignments, presentation and two quizzes.
- 16 marks for assignments and presentation =(8+8)
- 08 marks for quiz =(4+4)

## References:

Arnold, E., & Bogs, K. U. (1999). *Interpersonal relationships: Professional communication skills for nurses* (4th ed.). St. Louis, MO: Saunders.

Darley, M., & Edwards, C. (Eds.). (2002). *Managing communication in health care*. Edinburg, London: Bailliere Tindall.

Riley, J. B. (2000). *Communication in nursing* (4th ed.). St. Louis, MO: Mosby.

Ellis, J. R., & Hartley, C. L. (2001). *Nursing in today's world: Challenges, issues, and trends* (7th ed.). Philadelphia, PA: Lippincott.

Kelly L. C., & Joel, L.A. (1999). *Dimension of professional nursing* (8th ed.). New York: McGraw-Hill.

Schwirian, P. M. (1998). *Professionalization of nursing* (3rd ed.). Philadelphia, PA: Lippincott.

Zerwekh, J., & Claborn, J. C. (1997). *Nursing today: Transition and trends* (2nd ed.). Philadelphia, PA: W.B. Saunders.

Bluleced, G.M., & Closkey, J.C. (1999). *Nursing intervention: Effective nursing treatments* (3rd ed.). Mexico: W. B. Saunders.

Kelly, L.C., & Joel, L.A. (1999). *Dimension of professional nursing* (8th ed.). New York: McGraw-Hill.

Craven, R.F., & Himil, C.J. (2000). *Fundamental of nursing: Human health and function* (3rd ed.). St. Louis, MO: Mosby.

Taylor, C., Lillis, C., & LeMone P. 2001. *Fundamental of nursing: The art & science of nursing care* (4th ed.). Philadelphia, PA: Lippincott.

## Course Outline:

Number of hours	Unit	Contents	Teaching Learning Activities	Responsible Teacher
12 hrs.	1	<b>Basic Concepts of Nursing and Nurse:</b> <b>Nursing</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Goals</li> <li>- Basic components of Nursing</li> <li>- Nursing actions</li> <li>- Nursing standard</li> <li>- Definition of Nurse</li> <li>- Qualities of a good nurse</li> <li>- Unique functions of a nurse</li> <li>- Nurses' roles and responsibilities.</li> <li>- Nursing ethics</li> <li>- BNMC code of conducts</li> <li>- Legal issues in nursing and law</li> <li>- Nursing regulations and bioethical issues</li> </ul>	-Lecture -Discussion -Group work/assignment ( Students write their personal views of nursing and identify characteristics of oneself needed to become a good nurse, and write their learning needs to accomplish the goal) and presentation	
06 hrs.	2	<b>Basic concepts relevant to nursing: Person, environment and health,</b>  <b>Person</b> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Person as a holistic being</li> <li>-Person as an active self-deliberated being</li> <li>-Basic human needs</li> <li>-Human rights</li> </ul> <b>Environment</b> <ul style="list-style-type: none"> <li>- Definition and types</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Human responses to health and illness</li> <li>-Health-illness continuum</li> </ul>	Lecture and discussion  Group discussion	
4 hrs.	2	<b>Historical development of the nursing profession in Bangladesh</b> <ul style="list-style-type: none"> <li>- Before liberation</li> <li>-After liberation</li> </ul>	Lecture and discussion	
6 hrs.	4	<b>Nurses' roles and competencies required in promoting, maintaining, restoring health</b> <ul style="list-style-type: none"> <li>- Teaching role: health educator</li> <li>- Helping role: care provider, counselor, supporter</li> <li>- Diagnostic and monitoring role: observer/ assessor</li> <li>- Managing of rapid change situation: manager</li> <li>- Administering and monitoring treatment regimens: treatment caretaker</li> </ul>	Lecture and discussion	
16 hrs.		<b>Actions based nursing care</b> <b>Vital signs</b>	- Lecture -Discussion	

	5	<ul style="list-style-type: none"> <li>- Temperature</li> <li>- Pulse</li> <li>- Respiration</li> <li>- Blood pressure</li> <li>- Pain and others</li> </ul> <p><b>Sterile technique and infection control:</b></p> <ul style="list-style-type: none"> <li>- hand washing</li> <li>- sterile gloving</li> <li>- personal protective techniques</li> <li>- Safety: Applying restraints &amp; railing</li> </ul>	- Show VDO and ask the students about their understanding	
Lab 16 hrs.		<b>Actions based nursing care</b>	-Demonstration and re-demonstration -Hands on practice	
6 hrs.	6	<b>Personal hygiene and comfort</b> <ul style="list-style-type: none"> <li>- Providing oral care</li> <li>- Giving a bed bath</li> <li>- Giving a back care</li> <li>- Giving shampooing</li> </ul>	-Lecture -Discussion -VDO viewing	
5 hrs.	7	<b>Bed making</b> <ul style="list-style-type: none"> <li>- Occupied bed,</li> <li>- Unoccupied bed</li> <li>- Special beds</li> </ul>	-Lecture  Show VDO and ask the students about their understanding	
Lab10		<b>Bed making procedures</b>	-Demonstration and re-demonstration - Hands on practice	
8 hrs.	8	<b>Activity and exercise</b> <ul style="list-style-type: none"> <li>- Patients' positioning</li> <li>- Patient lifting and transferring</li> <li>- Assisting with passive range of motion and exercises</li> </ul>	- Discussion - Demonstration - VDO viewing - Self-evaluation	
Lab 2		<b>Procedures of activity and exercise</b>	Demonstration - Hands on practice	
3 hrs.	10	<b>Oxygenation</b> Administering oxygen therapy by mask and cannula	Lecture and discussion  Show VDO and ask the students about their understanding	
Lab 4		<b>Procedure of Oxygen therapy</b>	Demonstration - Hands on practice	
4 hrs.	11	<b>Suctioning and tracheostomy</b> <ul style="list-style-type: none"> <li>- Suctioning the tracheostomy</li> <li>- Providing the tracheostomy care</li> </ul>	Lecture and discussion  Show VDO and ask the students about their understanding	
Lab 4		<b>Procedures of Suctioning and tracheostomy care</b>	Demonstration - Hands on practice	

8 hrs.	12	<b>Nutrition/hydration</b> <ul style="list-style-type: none"> <li>- Assisting with oral feeding</li> <li>- Insertion of nasogastric tube</li> <li>- Administering a tube feeding</li> <li>- Irrigation a nasogastric tube connected to suction</li> </ul>	Lecture and discussion  Show VDO and ask the students about their understanding	
Lab 4		Procedures of nasogastric tube insertion and nasogastric feeding	Demonstration Hands on practice	
6 hrs.	13	<b>Wound</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Wound care <ul style="list-style-type: none"> <li>- Wet dressing</li> <li>- Dry dressing</li> </ul> </li> </ul>	Lecture and discussion  Show VDO and ask the students about their understanding	
Lab 4		<b>Procedures for wound dressing</b>	Demonstration Hands on practice	
10 hrs.	14	<b>Urinary Elimination</b> <b>Catheterization</b> <ul style="list-style-type: none"> <li>- Types</li> <li>- Techniques</li> <li>- Complications of catheterization</li> <li>- Applying condom catheter</li> <li>- Catheterizing the urinary bladder (straight and indwelling)</li> <li>- Irrigating the catheter using the closed system</li> <li>- Giving a continuous bladder irrigation</li> </ul>	Lecture and discussion  Show VDO and ask the students about their understanding	
Lab-2		<b>Procedures for urinary catheters</b>	Demonstration Hands on practice	
4 hrs.	15	<b>Bowel Elimination</b> <ul style="list-style-type: none"> <li>- Administering a cleansing enema</li> <li>- Changing or emptying an colostomy appliance</li> </ul>	Lecture and discussion	
Lab-2		<b>Bowel Elimination</b>	Demonstration Hands on practice	
27 hrs.	16	<b>Medications</b> <ul style="list-style-type: none"> <li>- Rights for administering medication</li> <li>- Routes of administering medication</li> <li>- Administering of oral medication</li> <li>- Administering of intravenous medication</li> <li>- Administering of intramuscular medication</li> <li>- Administering of intravenous fluid and blood products</li> <li>- Drug calculation</li> </ul>	-Lecture and discussion  Show VDO and ask the students about their understanding  -Group assignment and presentation  -Quiz	

Lab -10		Procedures for drug administration	Demonstration Hands on practice	
10 hrs.	17	<b>Specimen collection</b> <ul style="list-style-type: none"> <li>- Stool collection</li> <li>- Urine collection</li> <li>- Blood collection</li> </ul>	Lecture and discussion  Show VDO and ask the students about their understanding	
Lab -4		<b>Specimen collection techniques</b>	Demonstration Hands on practice	
4 hrs.	18	<b>Hospital admission and discharge</b>	Lecture and discussion	
2 hrs.	19	<b>Communication in nursing</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Significance</li> <li>- Purpose and functions of interpersonal communication in nursing</li> </ul>	Lecture and discussion	
3 hrs.	20	<b>Characteristics of assertive and responsible communication</b> <ul style="list-style-type: none"> <li>- Assertive communication</li> <li>- Responsible communication</li> </ul>	-Lecture , discussion & Practice of assertive skill: Self-practice of assertive skill and write a weekly journal-	
14 hrs.	21	<b>Functions of interpersonal and therapeutic communication in nursing</b> <ul style="list-style-type: none"> <li>- Interpersonal communication</li> <li>- Therapeutic communication</li> </ul>	-Lecture -Role play or VDO transcript presentation to demonstrate interpersonal and therapeutic communication -Ask students to discuss on what they see	
10 hrs.	22	<b>Key elements in building interpersonal and therapeutic relationships:</b> <ul style="list-style-type: none"> <li>- Warmth</li> <li>- Respect</li> <li>- Genuineness</li> <li>- Empathy</li> <li>- Self-disclosure</li> <li>- Questioning</li> <li>- Expressing opinions</li> </ul>	-Lecture , discussion & Practice of interpersonal and therapeutic communication and self-reflection on building warmth, respect, and genuineness relationships with others Self-practice of communication skills.	
2 hrs.	23	<b>Barriers to the development of interpersonal relationship and effective communication:</b> <ul style="list-style-type: none"> <li>- Anxiety</li> <li>- Stereotyping</li> </ul>	Lecture and Discussion	

		- Lack of personal space		
2 hrs.	24	<b>Bridges to relationship:</b> - Caring - Trust - Empathy - Mutuality - Confidentiality	Lecture and Discussion	
8 hrs.	25	<b>Introduction to health assessment</b> - Significance - Subjective & objective data - Assessment strategies - Legal and ethical considerations of data collection (privacy/confidentiality/informed consent)	Lecture and Discussion  Group discussion and presentation  Demonstration	
4 hrs.	26	<b>History taking</b> - Significance - Framework for history taking (from chief complaints to current biophysical, psychosocial, and spiritual data)	Lecture and Discussion	
16 hrs.	27	<b>Physical assessment</b> <b>Basic assessment skills</b> - Inspection/observation - Palpation - Percussion - Auscultation - Interpretation - Preparation for conducting the physical assessment - Observation skill - Head to toe physical assessment	Lecture and Discussion  Show VDO and ask the students about their understanding  Peer assessment  Quiz	
Lab -8		Head to toe physical assessment	Demonstration and Re-demonstration	
4 hrs.	28	Diagnostic tests and investigations: Normal values - Blood test: CBC, Blood chemistry, Liver function test, etc. - X-ray: Chest X-ray, Plain KUB, etc.	Lecture	
10 hrs.	29	Identifying client's needs / expectations / responses to actual or potential health problems - Interpreting/analyzing collected data - Formulating statements relative to the findings (collected data) - Principle of prioritizing client's needs/ expectations/responses - Nursing process and nursing care plan		
6 hrs.	30	<b>Nursing records/ documentation</b> -Significance <b>Nursing records:</b> -Data collection form (patient history) -Kardex -Nurse's notes	Lecture and Discussion	



		<b>Legal issues pertaining to nursing records</b>		
Lab-6		Practice of health assessment (history taking and collecting diagnostic tests and investigation information) of a simulated case	Demonstration and Re-demonstration	
2 hrs.	31	<b>First Aid.</b> - Objectives - General principles - Responsibilities of first aider	Lecture and Discussion	
22 hrs.	32.	<b>Life threatening conditions with first aid management</b> - Shock - Unconsciousness - Haemorrhage - Poisoning - burn - Fracture - Snake and dog bite - Drowning	Lecture and Discussion Show VDO and ask the students about their understanding	
8 hrs.	33	<b>Bandaging</b> - Definition - Types of bandaging - General rules for applying bandaging	Lecture and Discussion  Show VDO and ask the students about their understanding .	
Lab - 8		Procedures of different types of bandaging	Demonstration and re-demonstration	



## D116: Communicative English

Theory	: 48 hrs.
Laboratory	: 32 hrs.
Practice	: 0
Total hours	: 80 hrs.

### Course Description:

This course is designed to help students develop an ability to comprehend spoken and written English; so as to communicate in English within the health care teams, clients, and administrative corresponding effectively.

### Goals:

The goal of this course is to acquire competencies in Communicative English and Computer & Information Technology effectively.

### Course Objectives:

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

1. Apply basic grammatical structure and basic semantics in daily communication;
2. Read and comprehend health related abstracts or short essays;
3. Listen and comprehend short dialogues related to health issues;
4. Write a short essay or paragraph of not less than 100 words; and
5. Speak and communicate in English in daily life.

### Teaching Methods:

1. Brain storming
2. Lecture and discussion
3. Self-study
4. Group work
5. Debate

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

1. Written examination =100
2. Oral Examination = 20
3. Formative assessment = 30

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**Total marks = 150**

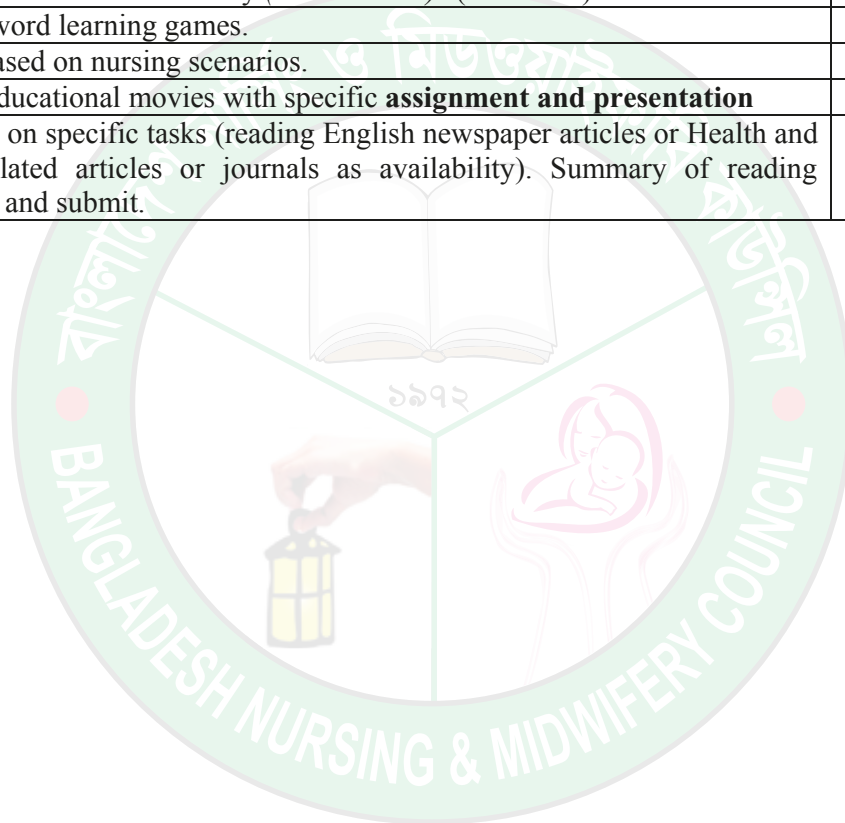
### N.B. For formative assessment:

- Laboratory practice hours will be distributed by subject teachers according to requirements of the topic.
- **Topic-33 & 34** will be assessed for formative marks (07+07) = 14
- The students will be submitted written assignment (summary of reading assignment)

## Course Outline:

Course Outline	T	L	P
1. Verb to be, Possessive adjective, Adjectives, Everyday conversation, A Student's blog, Introducing self-etc	2		
2. Present simple, Question & negative, Verbs, describing jobs, Form filling etc.	2		
3. Present simple, Adverb of frequency, Verbs, Discussing town & country etc.	2		
4. Past simple, Expressing time, Regular verbs, Irregular verbs, Describing feeling, Describing things etc. Telling a story, Count & uncount nouns, Verbs.	2		
5. Comparative adjectives, Use of have got, Superlative adjectives, Asking for direction, Comparing things, Describing a place, Prepositions, Present continuous, Something/Nothing, Language of social occasions etc.	2		
6. Present perfect, ever & never, Yet & just, Tense revision, Going to for the future, Infinitive of purpose, How to make suggestions, Past participle etc.	2		
7. Naming tenses, Spoken English-sounding polite, Auxiliary verbs, Keeping vocabulary records, Expressing everyday situations, Writing informal letter etc.	2		
8. Present tenses, Passive, State verbs, Positive & negative adjectives, How to make small talk, Talking about self etc	2		
9. Past tenses, Spelling & Pronunciation, Giving opinions, Spoken English, A Shakespearian tragedy, Telling stories, Advice/Obligation/Permission, Phrasal verbs, Making polite request & offer, English songs etc	2		
10. Future forms, Word building, Arranging to meet, World weather warning, Discussion, Asking information questions, Describing people, place & things, Adjectives, Adverbs, Language in a department store, Spoken English etc.	2		
11. Present perfect, Words of likes & dislikes, Making right expressions, Language of interviews, Verb patterns, Body language, Idioms, Talking about self, Telling a story etc.	2		
12. Basic concepts and terminology used for describing reading skills, purposes of reading, potential barriers of reading	2		
13. Basic concepts and terminology used for describing listening skills, purposes of listening, Features of listening text, potential barriers of listening.	2		
14. Basic concepts and terminology used for describing speaking skills, Features of spoken English, Phonemic systems, Paralinguistic features	2		
15. Basic concepts and terminology used for describing writing skills, Stages of teaching writing, Beginner literacy, English spelling and punctuation.	2		
17. Group work on specific tasks (reading newspaper articles)	2		
18 Role play and debate based on nursing scenarios.	2		
19. Tenses, Making questions, Right & wrong words, Language of social expression, Describing friends etc.	2		
20. Present tenses, Have/Have got, Making conversation, Songs in English, Exchanging information etc.	2		
21. Past tenses, Regular & irregular verbs, Adverbs, Narrating stories, Making projects, Narrative writing, Much/Many/Some, Making requests, Exchanging information.	2		
22. Verb patterns, Future forms, Phrasal verbs, Expressing doubt & certainty, Discussion, Comparative & Superlative adjectives, Synonyms, Antonyms, Making projects, etc.	2		

Course Outline	T	L	P
23. Present perfect, Word ending, Word stress, Agreeing, Discussion, Have to/Should/Must, At the doctor's, Exchanging information, letter writing etc.	2		
24. Past perfect, Narrative tenses, Expressing feelings, Exclamation with so & such, Writing about a book or film Passives, Words that go together, Languages on the phone, The internet, Discussion etc.	2		
25. Present perfect continuous, Tense review, Language of birth/marriage/death, Preposition, saying thank you and goodbye, giving good news & bad news, exchanging information.	2		
26. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 1-2)		3	
27. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 3-4)		3	
28. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 5-6)		3	
29. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 7-8)		3	
30. Listening practice from Headway ( <i>Intermediate</i> )- (Unit 9-10)		3	
31. Interactive word learning games.		3	
32. Role play based on nursing scenarios.		4	
33. Watching Educational movies with specific <b>assignment and presentation</b>		6	
34. Group work on specific tasks (reading English newspaper articles or Health and Nursing related articles or journals as availability). Summary of reading assignment and submit.		4	



# Course Syllabus

## D117: Computer and Information Technology

Theory	: 32 hrs.
Laboratory	: 32 hrs.
Practice	: 0 hrs.
Total hours	: 64 hrs.

### Course Description:

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

### Goal:

The aim of the course is to acquire knowledge and skills regarding computer and its applications in Nursing.

### Course Objectives:

After completion of the course students will be able to:

1. Understand the basic concepts of computer and information technology;
2. Identify the importance of computer in nursing science;
3. Demonstrate Microsoft Word for word processing;
4. Demonstrate Microsoft Excel for spreadsheets;
5. Apply Microsoft Power Point for slide presentations and graphic animations; and
6. Access internet to retrieve information and make use of website.

### Course Requirements:

1. Attending the class 80%
2. Individual practice in Lab 85%

### Teaching Methods:

1. Lecture and Discussion
2. Demonstration

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

1. Written examination = 100
2. Oral examination = 15
3. Formative assessment = 20
4. Practical examination = 15

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**Total marks = 150**

**N.B.**

- In formative assessment the students will be assigned for two assignments and presentation.
- 08 marks for assignments and presentation =(4+4)

**References:**

Shelly, G. B., Cashman, T. J., &Vermaat, M. E. (2006). *Discovering computers 2006: A gateway to information* (3<sup>rd</sup> ed.). Thomson Course Technology.

Shelly, G. B., Cashman, T. J., &Vermaat, M. E. (2003). *Office 2003: Introductory concepts and techniques* (2nd ed.) Thomson Course Technology.

Williams, B. K., Sawyer, S. C., & Sawyer, S. (2004). *Using information technology: A practical introduction to computers and communications* (6th ed.).

Introduction of Basic Computer, Windows and Office Packages (MS Word, Excel and PowerPoint)  
Provided by HRH Project in Bangladesh, DFATD



## Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
4	1	History of computing and Internet; roles of computers in our society; computer terminology and the importance of computer in Nursing.	Lecture and discussion	
4	2	Computer hardware and devices	Lecture, discussion	
Lab-2	3	Computer hardware and devices	Demonstration	
2	4	Operating systems and application programs	Lecture and discussion	
Lab-2	5	Operating systems and application programs	Lab practice	
2	6	Windows operation for maintaining the Computer	Lecture, discussion	
Lab-2	7	Windows operation for maintaining the Computer	Lab practice	
4	8	Using Application Programs for MS word processing	Lecture, discussion;	
Lab-8	9	Programs for MS word processing	Lab practice	
4	10	Using Application Programs for spreadsheets	Lecture, discussion Assignment and presentation	
Lab-8	11	Programs for spreadsheets	Lab practice	
4	12	Using Application Programs for slide presentations	Lecture, discussion Assignment and presentation	
Lab-6	13	Programs for slide presentations	Lab practice	
4	14	Networking and communication through internet and World Wide Web applications.	Lecture, discussion	
Lab-4	15	Using Email and Web searching by search engine	Lab practice	
4	16	Review class		
		Final examination (Internal)		

# Course syllabus

## D231: Medical & Surgical Nursing

Theory	: 248 hrs.
Laboratory	: 104 hrs.
Practice	: 480 hrs.
Total hrs.	: 832 hrs.

### Course Description:

This course is designed to understand the care of Medical and Surgical problems, Pathophysiology of diseases and utilization of nursing process for nursing practices in clinical settings.

### Goal:

The aim of the course is to acquire knowledge and skills regarding Medical and Surgical Nursing including Pathophysiology.

### Course objectives:

On completion of the course the student will able to:

1. Understand the Medical and Surgical Nursing Care;
2. Describe the nature of acute and chronic illness;
3. Explain the nature of diseases and pathogenesis; and
4. Develop and apply the nursing process to assess the patients' needs in appropriate way.

### Course Requirements:

#### Theory Part

1. Attend theoretical class 80% & practice 85%
2. Actively participate in group discussion and class presentation

#### Practice Part

1. Provide care to assigned cases 2-3 cases/day and assist SSN to care for other cases in the ward (students should continue to care for the assigned cases throughout the week)
2. Attend and actively participate in clinical conference with SSNs, nurse supervisors, and nurse instructor(s) as scheduled
3. Write and submit a case study report
4. Submit a written health education lesson plan developed for a selected case assignment regarding any issue related to the care of adult clients with acute and chronic condition(s)
5. Practice as scheduled in the roaster; and
6. Perform practice according to checklist

### Teaching Methods:

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



## Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

1. Written examination	= 100
2. Formative assessment	= 50
3. Oral examination	= 50
4. Practical examination	= 100
<hr/>	
Total marks	300

### N.B.

- In formative assessment the students will be assigned for two assignments and presentation and two quizzes.
- 16 marks for assignments and presentation =(8+8)
- 08 marks for quiz =(4+4)

### References:

Christensen, B. L. & Kockrow, E. O. (1999). *Adult health nursing* (3rd ed.). St. Louis, MO: Mosby.

Linton, A. D., & Maebius, N. K. (Eds.). (2003). *Introduction to medical-surgical nursing* (3rd ed. ed.). Philadelphia, PA: Saunders.

Phippen, M. L. & Wells, M. P. (1994). *Perioperative nursing practice*. Philadelphia, PA: W. B. Saunders.

Phipps, W. J., Monahan, F. D., Sands, J. K., Marek, J. F., & Neighbors, M. (2003). *Medical-surgical nursing: Health and illness perspectives* (7th ed.). St. Louis, MO: Mosby.

Reeves, C. J., Roux, G., & Lockhart, R. (1999). *Medical-surgical nursing*. New York: McGraw-Hill.

Smeltzer, S. C. & Bare, B. G. (2000). *Textbook of medical-surgical nursing* (9th ed.). Philadelphia, PA: Lippincott.

White, L. & Duncan, G. (2002). *Medical-surgical nursing: An integrate approach* (2nd ed.). Albany, NY: Delmar Thomson Learning.

Huether, S. E., & McCance, K. L. (2003). *Understanding pathophysiology* (2nd ed.). City: Elsevier Since.

Bullock, B. L. (1996). *Pathophysiology: Adaptations and alterations in function*. Philadelphia, PA: Lippincott.

Cotran, R. S., Kumar, V., & Collins, T. (1999). *Pathologic basis of disease* (6th ed.). Philadelphia, PA: W. B. Saunders.

Hansen, M. (1998). *Pathophysiology: Foundations of disease and clinical intervention*. Philadelphia, PA: W. B. Saunders.

## Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
8 hrs.	1	<b>Course orientation</b> <b>Concepts in nursing care with acute and chronic illnesses</b> <ul style="list-style-type: none"> <li>- Nature of acute and chronic illness</li> <li>- Pain management</li> <li>- Client-centered and holistic care</li> <li>- Nurses' roles and interventions</li> <li>- Ethical issues related to the care</li> </ul>	Lecture and Discussion  Lead the discussion by drawing students' experience in caring for family members who have acute / chronic illness	
4 hrs.	2	<b>Nature of diseases and pathogenesis</b>	Lecture Discussion	
14 hrs.	3	<b>Nursing care of adult clients undergone surgical interventions and anesthesia</b> <b>Pre-operative care</b> <ul style="list-style-type: none"> <li>- Pre-op assessment</li> <li>- Pre-op teaching</li> <li>- Pre-op preparation</li> <li>- Patient rights and Informed consent</li> </ul>	Lecture Discussion  The teacher will show VDO and ask the students about their understanding  Assignment and presentation	
Lab- 10	4	<b>Pre-operative skin care</b>	Demonstration and re-demonstration of skin preparation	
10 hrs.	5	<b>Intra-operative care</b> <ul style="list-style-type: none"> <li>- Surgical asepsis (include gowning, hand washing and gloving)</li> <li>- Surgical positioning</li> <li>- Transferring</li> <li>- Assisting the surgeon(s): Roles and functions</li> </ul>	Lecture Discussion The teacher will show VDO and ask the students about their understanding	
Lab- 25	6	<ul style="list-style-type: none"> <li>- <b>Intra-operative care</b></li> <li>- <b>Surgical instrument orientation</b></li> </ul>	Demonstration of Gowning, hand washing, gloving, and surgical positioning	
12 hrs.	7	<b>Anesthesia</b> <ul style="list-style-type: none"> <li>- Types of anesthesia (local, general, spinal)</li> <li>- Anesthetic agents</li> <li>- Intra-operative monitoring procedures</li> <li>- Care during recovery period</li> <li>- Complications and management</li> </ul>	Lecture and discussion  Group discussion of the given Case scenario	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
		<ul style="list-style-type: none"> <li>- Care of adult clients with general anesthesia</li> <li>- Care of adult clients with spinal anesthesia</li> </ul>		
16 hrs.	8	<b>Post-operative care</b> <ul style="list-style-type: none"> <li>- Post-operative assessment and monitoring</li> <li>- Post-operative complications: prevention and management (fluid-electrolyte imbalance, bleeding, pneumonia, renal insufficiency)</li> <li>- Intake and output chart</li> </ul>	Lecture and Discussion  Quiz	
8 hrs.	9	<b>Burn</b> <ul style="list-style-type: none"> <li>- Types of burn</li> <li>- Sign and symptoms of burn</li> <li>- Assess the percentages of burn with rule of nines</li> <li>- Nursing management of burn wound</li> <li>- Immediate care</li> <li>- Fluid replacement therapy</li> <li>- Life threatening events (complications)</li> </ul>	Lecture and Discussion  The teacher will show VDO and ask the students about their understanding	
Lab 10	10	The percentages of burn with rule of nines	Demonstration and re-demonstration	
14 hrs.	11	<b>Nursing care of adult clients with infectious diseases: Etiology, pathology, signs and symptoms, nursing problems and interventions of:</b> <ul style="list-style-type: none"> <li>- Malaria</li> <li>- Diarrheal diseases</li> <li>- Typhoid fever</li> <li>- Leprosy</li> <li>- Dengue fever</li> <li>- Chikungunya</li> </ul>	Lecture and Discussion  The teacher will show VDO and ask the students about their understanding  Quiz	
26 hrs.	12	<b>Nursing care of adult clients with disorder in digestive system diseases: Etiology, Pathophysiology, signs and symptoms, nursing problems and interventions of:</b> <ul style="list-style-type: none"> <li>- Peptic ulcer</li> <li>- Gastro intestinal bleeding</li> <li>- Inflammatory bowel diseases</li> <li>- Bowel obstruction</li> <li>- Intestinal perforation</li> <li>- Diverticular diseases</li> </ul>	Lecture Discussion  The teacher will show VDO and ask the students about their understanding  Group discussion	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
		<ul style="list-style-type: none"> <li>- Hemorrhoid and hernia</li> <li>- Hepatitis</li> <li>- Cirrhosis of liver</li> <li>- Acute appendicitis</li> <li>- Pancreatitis</li> <li>- Cholecystitis</li> <li>- Cholelithiasis (gall stone)</li> </ul>		
Lab 16	13	Nasogastric suction (gastric lavage), drainage, surgical dressing	Demonstration	
12 hrs.	14	<p><b>Nursing care of adult clients with disorder in genitourinary system: Etiology, Pathophysiology signs and symptoms, nursing problems and interventions of:</b></p> <ul style="list-style-type: none"> <li>- Urinary Tract Infection (Upper &amp; Lower)</li> <li>- Urinary tract obstruction</li> <li>- Urolithiasis (stones)</li> <li>- Urinary Incontinence</li> <li>- Acute glomerulonephritis</li> <li>- Nephrotic syndrome</li> <li>- Acute and Chronic renal failure</li> <li>- Benign Prostatic Hyperplasia</li> </ul>	<p>Lecture Discussion</p> <p>The teacher will show VDO and ask the students about their understanding</p> <p>Group discussion</p>	
Lab 16	15	Urinary elimination and irrigation	Demonstration	
12 hrs.	16	<p><b>Nursing care of adult clients with disorder in respiratory system; Etiology, Pathophysiology, signs and symptoms, nursing problems and interventions of:</b></p> <ul style="list-style-type: none"> <li>- Chronic Obstructive Pulmonary Disease (Bronchitis, Emphysema);</li> <li>- Asthma</li> <li>- Bronchiectasis</li> <li>- Pneumonia</li> <li>- Pleural Effusion</li> <li>- Pulmonary Tuberculosis</li> <li>- Lung abscess</li> </ul>	<p>Lecture Discussion</p> <p>The teacher will show VDO and ask the students about their understanding</p> <p>Group discussion</p>	
6 hrs.	17	<p><b>Post-surgical management of clients with thoracic surgery</b></p> <ul style="list-style-type: none"> <li>- ICU / HDU care</li> <li>- Lung exercise</li> </ul>	<p>Lecture and discussion</p> <p>The teacher will show VDO and ask the students about</p>	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
			their understanding	
16 hrs.	18	<p><b>Nursing care of adult clients with disorders of the eyes and vision problem, and ears and hearing problems: Etiology, Pathophysiology, signs and symptoms, nursing problems and interventions of:</b></p> <p><b>Eyes:</b></p> <ul style="list-style-type: none"> <li>- Conjunctivitis</li> <li>- Eye injury</li> <li>- Cataract</li> <li>- Glaucoma</li> <li>- Corneal ulcer</li> <li>- Dacryocystitis</li> </ul> <p><b>Ear :</b></p> <ul style="list-style-type: none"> <li>- Ear infection</li> <li>- Otitis media</li> <li>- CSOM (Chronic Suppurative Otitis Media)</li> <li>- Mastoiditis</li> <li>- Hearing impairment</li> </ul> <p><b>Nose:</b></p> <ul style="list-style-type: none"> <li>- Nasal polyp</li> <li>- DNS (Deviated Nasal Septum)</li> <li>- Sinusitis</li> </ul> <p><b>Throat:</b></p> <ul style="list-style-type: none"> <li>- Tonsillitis</li> <li>- Tracheostomy</li> <li>- Cancer of trachea</li> <li>- Postsurgical management of clients with eye and ENT surgery</li> </ul> <p><b>Dental disorder</b></p> <ul style="list-style-type: none"> <li>- Dental carries</li> <li>- Perio-dental diseases</li> <li>- Oral candidiasis</li> </ul>	<p>Lecture and discussion</p> <p>The teacher will show VDO and ask the students about their understanding</p> <p>Group work and presentation</p>	
8 hrs.	19	<p><b>Nursing care of adult clients with alterations in hematologic and lymphatic system: Etiology, signs and symptoms, nursing problems and interventions of:</b></p> <ul style="list-style-type: none"> <li>- Anemia</li> <li>- Bleeding disorder</li> <li>- Leukemia</li> </ul>	<p>Lecture and discussion</p> <p>Group discussion</p>	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
		- Lymphoma		
14 hrs.	20	<b>Nursing care of adult clients with Cancer</b> <ul style="list-style-type: none"> <li>- Concept of cancer</li> <li>- Classification of cancer</li> <li>- Warning signal of cancer</li> <li>- General manifestations of cancer</li> <li>- Cancer treatments and adverse complications</li> <li>-Breast cancer</li> <li>-Cervical cancer</li> <li>-Lung cancer</li> <li>- Psychosocial and spiritual response to cancer diagnosis</li> <li>- Nursing intervention of cancer</li> <li>- Preventive measures of cancer</li> </ul>	Lecture and Discussion  Case scenario: Breast cancer, cervical cancer, stomach and lung cancer  Group discussion	
2 hrs.	21	<b>Ethical issues related to care of clients with cancer: truth-telling, advocacy</b>	Lecture and Discussion	
14 hrs.	22	<b>Nursing care of adult clients with disorder in cardiovascular system: Etiology, pathophysiology, signs and symptoms, nursing problems and interventions of:</b> <ul style="list-style-type: none"> <li>- Valvular problems</li> <li>- Rheumatic fever and rheumatic heart diseases</li> <li>- Congestive heart failure</li> <li>- Hypertension</li> <li>- Arteriosclerosis</li> <li>- Varicose vein</li> <li>- Cardiopulmonary Resuscitation</li> </ul>	Lecture and Discussion  The teacher will show VDO and ask the students about their understanding	
Lab-15	23	Cardiopulmonary Resuscitation: <ul style="list-style-type: none"> <li>- Chest compression Exercise</li> <li>- Breathing exercise</li> </ul>	Demonstration and discussion	
16 hrs.	24	<b>Nursing care of adult clients with alterations in immune system and HIV/AIDS: Etiology, signs and symptoms, nursing problems and interventions:</b> <ul style="list-style-type: none"> <li>- Bone marrow dysfunction</li> <li>- Drug-induced leukocytopenia</li> <li>- HIV/AIDS (including Voluntary Counseling and Testing)</li> </ul>	Lecture and Discussion  Assignment and presentation  Role play	
8 hrs.	25	<b>Nursing care of adult clients with disorder in nervous system: Etiology, pathophysiology, signs and symptoms, nursing problems and interventions of:</b>	Lecture and Discussion	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
		<ul style="list-style-type: none"> <li>- Meningitis</li> <li>- Neuritis</li> <li>- Epilepsy</li> <li>- Parkinson disease</li> </ul> <p><b>Increased intra-cranial pressure</b> <b>Cerebro-Vascular Accident(CVA)</b></p>	Group work	
8 hrs.	26	<p><b>Nursing care of adult clients with disorders in endocrine system: Etiology, pathophysiology, signs and symptoms, nursing problems and interventions of:</b></p> <ul style="list-style-type: none"> <li>- Hypo-hyperthyroidism</li> <li>- Diabetes Insipidus</li> <li>- Diabetes Mellitus</li> <li>- Cushing syndrome</li> </ul>	<p>Lecture and Discussion</p> <p>The teacher will show VDO and ask the students about their understanding</p>	
Lab 12	27	Urine and blood sugar test, Diabetic chart Diabetic foot care	Demonstration	
10 hrs.	28	<p><b>Nursing care of adult clients with alterations in male and female reproductive system: Etiology, signs and symptoms, nursing problems and interventions of:</b></p> <ul style="list-style-type: none"> <li>- Dysmenorrhea, menorrhagia &amp; metrorrhagia</li> <li>- Menopause</li> <li>- Inflammatory of gynecologic disorder</li> <li>- Sexual Transmitted Diseases</li> </ul>	<p>Lecture</p> <p>Discussion</p> <p>Group discussion</p>	
10 hrs.	29	<p><b>Concept of forensic nursing</b></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Significance</li> <li>- Legal rights (medical)</li> <li>- Roles of nurses</li> <li>- Examination ;Women for medico legal examination</li> </ul> <p><b>Materials to be preserved from the rape victim</b> <b>Forensic nursing process/ examination</b></p>	<p>Lecture Discussion</p> <p>The teacher will show VDO and ask the students about their understanding</p> <p>Visit Forensic department to observe victim</p>	

**Course Outline: Practice Part (480 hours)**

Number of hours	Topic	Teaching-Learning Activities	Notes
Day 1	Course orientation  Ward orientation	-Discussion on course syllabus -Student write personal goal and commitment -Introduce students to ward staff and environment	Teacher  Ward in-charge/ Nurse supervisor with responsible nurse teacher
Day 1 to the end	<p><b>Clinical practice</b> to meet the objectives of the course</p> <p><b>Clinical teaching:</b></p> <p><u><b>Surgical ward</b></u></p> <ul style="list-style-type: none"> <li>-Pre-op assessment</li> <li>-Pre-op teaching</li> <li>-Pre-op preparation</li> <li>-Informed consent</li> <li>-Being patient advocate</li> <li>-Post-op care: NG tube and suctioning</li> </ul> <p><u><b>Medical ward</b></u></p> <ul style="list-style-type: none"> <li>-Suctioning</li> <li>-Oxygen therapy</li> <li>-Catheter care</li> <li>-and others as needed</li> </ul> <p><b>Clinical conference:</b>                      Selected interesting cases in the ward</p>	<ul style="list-style-type: none"> <li>-Assign cases (adult clients with acute and/or chronic condition)</li> <li>-Bedside teaching, demonstration</li> </ul> <p>Conference led by the student (one at a time)</p>	Teacher or ward in-charge with responsible nurse teacher (on scheduled date)

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



# Course syllabus

## D222: Pharmacology

Theory	: 80 hrs.
Laboratory	: 0 hrs.
Practice	: 0 hrs.
Total	: 80 hrs.

### Course Description:

Incorporated contents within the course are: Introduction and basic principles of drug action; pharmaceutics, pharmacokinetic, and pharmacodynamics; essential drugs; forms of drugs and preparation; action, adverse effect, antibiotics and anti-parasitic, anti-inflammatory drugs, antipyretics and analgesics, drugs affecting body systems.

### Goal:

The aim of the course is to acquire knowledge and understanding of basic pharmacology.

### Course Objectives:

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

1. understand the basic concepts of pharmacology
2. explain general principles of drug action (pharmaceutics', pharmacokinetic, and pharmacodynamics)
3. explain the classification of drugs and its actions, adverse effects and drugs affecting body systems.

### Course Requirements:

1. Attend classroom study 80%;
2. Participate actively in group working on a written assignment and presentation

### Teaching Methods:

1. Lecture and discussion
2. Group discussion and presentation

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

Written examination	= 100
Oral examination	= 20
Formative assessment	= 30

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Total marks = 150

### N.B.

- In formative assessment the students will be assigned for two assignment & presentation and two quizzes.
- 10 marks for assignment and presentation.(5+5)
- 04 marks for quizzes. (2+2)

## References:

Clayton, B. D., & Stock, Y. N. (2001). *Basic pharmacology for nurses* (12th ed.). St. Louis, MO: Mosby.

Hodgson, B. B., & Kizior, R. J. (2004). *Nursing drug handbook*. St. Louis, MO: Saunders.

Karch, A. M. (2003). *Focus on nursing pharmacology* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Kee, J. L., & Hayes, E. R. (2003). *Pharmacology: A nursing process approach* (4th ed.). Philadelphia, PA: Saunders.

karch A.M.(2018) *The 2018 Lippincott Pocket Drug Guide for Nurses*, (6<sup>th</sup> edition) , Lippincott Williams and Wilkins, Philadelphia, United States

Barber P, and Robertson D,( 2012), *Essentials of Pharmacology for Nurses* (2<sup>nd</sup> edition) ,Open University Press, Milton Keynes, United Kingdom



## Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
6 hrs.	1	<b>Course orientation</b> <b>Introduction and basic principle of drug action:</b>  <b>Pharmacological terminology</b> Drug action: <ul style="list-style-type: none"> <li>- Pharmaceutic</li> <li>- Pharmacokinetic</li> <li>- Pharmacodynamic</li> </ul>	Lecture and Discussion	
2 hrs.	2	<b>National essential drugs</b>	Lecture and Discussion	
8 hrs.	3	<b>Classification and form of drugs and preparation</b>	Lecture and discussion Group assignment on selected drugs	
10 hrs.	4	<b>Antibiotics</b> <ul style="list-style-type: none"> <li>- Classification</li> <li>- Action</li> <li>- Adverse effect and management</li> </ul>	Lecture and Discussion  Group discussion and presentation  Quiz	
2 hrs.	5	<b>Anti-parasite drugs</b> <ul style="list-style-type: none"> <li>- Actions</li> <li>- Adverse effects and management</li> </ul>	Lecture and Discussion	
6 hrs.	6	<b>Anti-inflammatory drugs</b> <ul style="list-style-type: none"> <li>- Actions</li> <li>- Adverse effects and management</li> </ul>	Lecture and Discussion	
10 hrs.	7	<b>Antipyretics and analgesics</b> <ul style="list-style-type: none"> <li>- Non-opioids</li> <li>- Opioids</li> <li>- Actions</li> <li>- Adverse effects and management</li> </ul>	Lecture and Discussion  Group discussion and presentation Quiz	
4 hrs.	8	<b>Drug affecting body system:</b> Gastro-biliary system <ul style="list-style-type: none"> <li>- Actions</li> <li>- Adverse effects and management</li> </ul>	Lecture and Discussion	
4 hrs.	9	<b>Drug affecting body system:</b> Urinary system <ul style="list-style-type: none"> <li>- Actions</li> <li>- Adverse effects and management</li> </ul>	Lecture and Discussion	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
4 hrs.	10	<b>Drug affecting body system:</b> Cardio-vascular system - Actions - Adverse effects and management	Lecture  Group Discussion and Presentation  Quiz	
4 hrs.	11	<b>Drug affecting body system:</b> Respiratory system - Actions - Adverse effects and management	Lecture and discussion  Group Discussion and presentation	
4 hrs.	12	<b>Drug affecting body system:</b> Endocrine system - Actions - Adverse effects and management	Lecture and Discussion	
4 hrs.	13	<b>Drug affecting body system:</b> Nervous system - Actions - Adverse effects and management	Lecture and Discussion	
4 hrs.	14	<b>Drug affecting body system:</b> Anti-psychotic drugs - Actions - Adverse effects and management	Lecture and Discussion	
4 hrs.	15	<b>Drug affecting body system:</b> Anti-neoplastic drugs - Actions - Adverse effects and management	Lecture and Discussion	
4 hrs.	16	<b>Drug affecting body system:</b> Immunosuppressive agents - Actions - Adverse effects and management	Lecture and Discussion	

# Course Syllabus

## D223: Nutrition and Dietetics

Theory	: 80 hrs.
Laboratory	: 64 hrs.
Practice	: 96 hrs.
Total	: 240 hrs.

### Course Description:

The indicative contents of the course are : Introduction to nutrition; roles of nutrition on health; human needs of nutrients across life span; dietary patterns of population and factors affecting nutritional deficits within Bangladeshi culture; nutritional health problems, nutritional assessment, and nutritional support.

### Goals:

The aim of the course is to acquire knowledge and skills regarding nutrition and dietetics.

### Objectives:

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

1. understand the concept of nutrition and dietetics;
2. explain the roles of nutrition on health;
3. describe the common nutritional health problems in Bangladesh;
4. discuss the human needs of nutrients throughout the life span;
7. explain the methods of nutritional assessment; and
8. understand the nutritional support and dietary requirements.

### Course Requirements:

1. Attending in the class 80%;
2. Attending in the lab & practice 85%

### Teaching methods:

1. Lecture and discussion
2. Demonstration.
3. Group discussion and presentation
4. Field visit:
  - Hospital kitchen
  - Food service department

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

Written examination	= 100
Oral Examination	= 30
Practical	= 20
Formative assessment	= 50
<b>Total marks</b>	<b>= 200</b>

**N.B.**

- In formative assessment the students will be assigned for two assignment & presentation and two quizzes.
- 10 marks for assignment and presentation.(5+5)
- 10 marks for "Food Fair" (Topic will be selected by subject teacher)
- 04 marks for quizzes. (2+2)

**References:**

Mann, J., & Truswell, A. S. (2012). *Essentials of human nutrition*.(4<sup>th</sup> edition) New York: Oxford University Press.

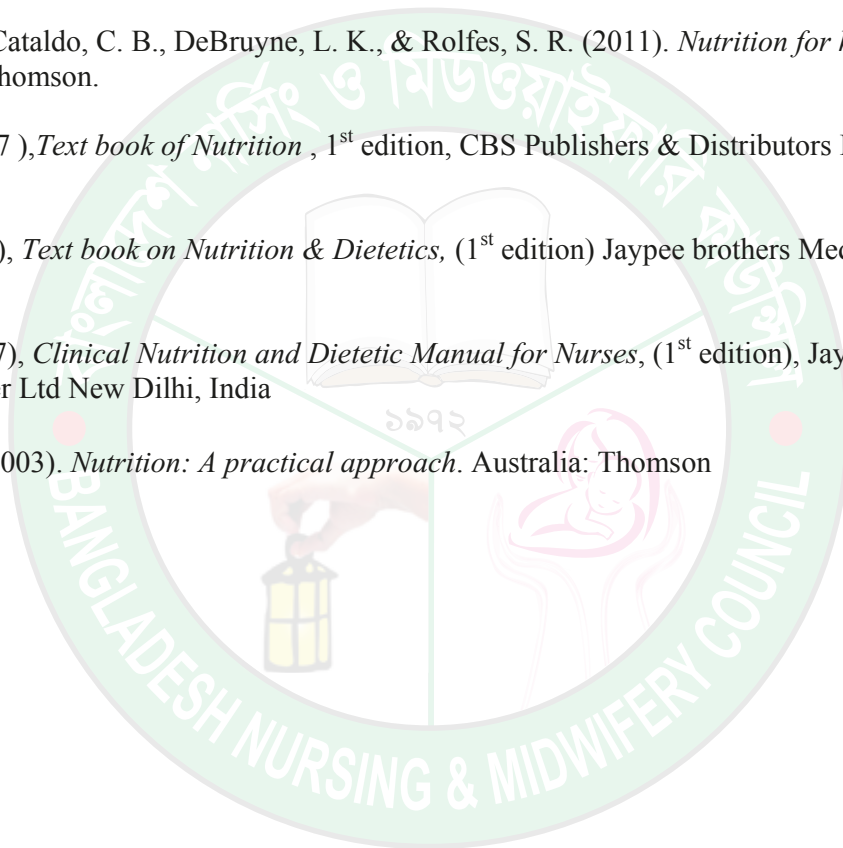
Whitney, E. N., Cataldo, C. B., DeBruyne, L. K., & Rolfes, S. R. (2011). *Nutrition for health care* (4<sup>th</sup> ed.). Australia: Thomson.

Sharma M. ,(2017 ),*Text book of Nutrition* , 1<sup>st</sup> edition, CBS Publishers & Distributors Pvt.Ltd New Delhi

Clement I, (2015), *Text book on Nutrition & Dietetics*, (1<sup>st</sup> edition) Jaypee brothers Medical publisher Ltd New Delhi, India

Supriya V, (2017), *Clinical Nutrition and Dietetic Manual for Nurses*, (1<sup>st</sup> edition), Jaypee Brothers Medical Publisher Ltd New Delhi, India

Le Quesne, S. (2003). *Nutrition: A practical approach*. Australia: Thomson



## Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
10 hrs.	1	<p><b>Course orientation</b></p> <p><b>Basic concept of Food, Nutrition and Dietetics:</b></p> <p><b>Classification of food with example</b></p> <p><b>Functions of food</b></p> <p><b>Classification of nutrients:</b></p> <ul style="list-style-type: none"> <li>- Carbohydrates</li> <li>- Fats</li> <li>- Proteins</li> <li>- Vitamins</li> <li>- Minerals</li> <li>- Water</li> </ul> <p><b>Significance of nutrition on health</b></p> <p><b>Common nutritional health problems in Bangladesh</b></p> <p><b>Bangladesh health care policy regarding nutrition</b></p>	<p>Lecture and discussion</p> <p>The teacher will show VDO and ask the students about their understanding</p> <p>Group discussion and poster presentation</p>	
2 hrs.	2	<p><b>Nutrition standards-Recommended Dietary Allowance (RDA)</b></p>	Lecture and discussion	
6 hrs.	3	<p><b>Dietary patterns and nutrition related health problems: Culture and other factors</b></p> <ul style="list-style-type: none"> <li>- Residential area (urban vs rural)</li> <li>- Economic status</li> <li>- Family education</li> <li>- Food availability and distribution</li> <li>- Religion</li> <li>- Rituals</li> <li>- Personal factors: preference, age, gender, health status etc.</li> <li>-</li> </ul>	<p>Lecture and discussion</p> <p>Group discussion and presentation</p>	
8 hrs.	4	<p><b>Food preparation and diet planning</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>- Maintaining nutritional value</li> <li>- Safety food</li> </ul> <p><b>Diet planning:</b></p> <ul style="list-style-type: none"> <li>- Adequacy</li> <li>- Balanced diet</li> <li>- Calorie control</li> <li>- Nutrient density</li> </ul>	<p>Lecture and discussion</p> <p>Quiz</p>	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
Lab – 15 hrs.	5	Food preparation and diet planning	Lab practice	
20 hrs.	6	<b>Nutritional assessment</b> <b>Health history</b> <ul style="list-style-type: none"> <li>- Health problems and treatments</li> <li>- Personal factors (age, gender, education, religion, etc.)</li> <li>- Activity of daily living</li> </ul> <b>Food intake</b> <b>Physical examinations</b> <ul style="list-style-type: none"> <li>- Weight for height</li> <li>- Body Mass Index (BMI)</li> <li>- Mid upper arm circumference (MUAC)</li> <li>- Fat fold measures</li> <li>- Waist circumference</li> <li>- Sign of nutrient deficiency</li> </ul>	Lecture and discussion	
Lab – 15 hrs.	7	Calculating and measuring Nutritional status	Demonstration	
18 hrs.	8	<b>Nutritional related-health problems: Signs and symptoms, causes, management and prevention of:</b>  <b>Malnutrition</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- MAM and SAM (Moderate Acute Mal-nutrition and Severe Acute Mal-nutrition)</li> <li>- Kwarshiorkor</li> <li>- Marasmus</li> <li>- Severe Acute Mal-nutrition</li> </ul> <b>IDD (Iodine Deficiency Disorder)</b>  <b>Vitamins Deficiency Disorders</b>  <b>Iron Deficiency Anemia</b>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding  Visit to govt and private hospital	
10 hrs.	9	<b>Special diet considerations in certain medical conditions:</b> <ul style="list-style-type: none"> <li>- Burn</li> <li>- Diabetes Mellitus</li> <li>- Cardiovascular disease</li> <li>- Renal diseases</li> </ul>	Lecture and discussion (Visit in Hospital) -Observing food and food service in the hospital ward and students will submit written report to the subject teacher	
Lab – 12 hrs.	10	Special diet preparation	Group work for developing special	



Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
			diet chart	
2 hrs.	11	<b>Parenteral nutrition</b> <b>Intravenous solutions and nutrients</b> <b>Care of clients receiving:</b> <ul style="list-style-type: none"> <li>- Partial parenteral nutrition (PPN)</li> <li>- Total parenteral nutrition (TPN)</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding  Demonstration	
4 hrs.	12	<b>Legal and ethical issues in nutrition care</b> <ul style="list-style-type: none"> <li>- Withholding/ withdrawing nutritional support—Is it illegal/unethical?</li> <li>- Food adulteration</li> <li>- Food fortification</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding	
Lab – 22 hrs.	13	<b>Food fair</b>  (Design by subject teacher)	Teacher will guide the students to arrange food fair	



# Course syllabus

## D234: Community Health Nursing

Theory	: 196 hrs.
Laboratory	: 0 hrs.
Practice	: 96 hrs.
Total	: 292 hrs.

### Course Description:

This course is designed to understand the concept of community health nursing: nurses' roles and interventions in family health, school health, occupational health, environmental health, elderly health care, gender issues, disaster management and principles and terminology of epidemiology.

### Goal:

The aim of the course is to acquire knowledge and skills in community health nursing.

### Course Objectives:

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

1. understand the concept of community health nursing;
2. explain the nurses roles and intervention in family health;
3. discuss the school health;
4. explain the environmental health care;
5. describe the elderly health care;
6. state the occupational health care;
7. explain the gender issues;
8. discuss disaster and it's management; and
9. explain the principles and terminology of epidemiology.

### Course Requirements:

1. Attending in the class 80%
2. Practice in the community 85%
3. Submit fields practice report and presentation

### Note for Practice part:

Clinical practice during community placement – participate in individual health assessment; fill up individual assessment sheet; have students practice interviewing skills with individual person at family, well baby clinic, women health clinic, school, department of IMCI (Integrated Management of Childhood Illness) and community.

### Teaching methods:

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

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

Written examination	= 100
Formative assessment	= 50
Oral Examination	= 30
Practica	= 20
<b>Total marks</b>	<b>= 200</b>

### N.B.

- In formative assessment the students will be assigned for three assignment & presentation, prepare a lesson plan for conducting a health education program and two quizzes.
- 12 marks for assignment and presentation.(4+4+4)
- 08 marks for conducting a health education program
- 04 marks for quizzes. (2+2)

### References:

Basavanthappa B.T,(2011), *Essentials of Community Health Nursing*,(1<sup>st</sup> edition), Jaypee Brothers Medical Publishers (P) Ltd New Delhi, India

Clement I, (2017), *Basic Concepts of Community Health Nursing* (2<sup>nd</sup> edition ),Jaypee Brothers Medical Publishers (P) Ltd New Delhi, India

Anderson, E.T. & Mc Farland, J.M.(2014) *Community as partner: Theory and practice in nursing* (7<sup>th</sup> ed.) Philadelphia: Lippincott.

Clement-Stone, S., McGuire, S. L., & Eigsti, D. G. (2002). *Comprehensive community health nursing: Family, aggregate, and community practice* (6<sup>th</sup> ed.). St. Louis, Mo.: Mosby.

Hitchcock, J., Schubert, P. E., & Thomas, S. A. (2007). *Community health nursing: Caring in action* (2<sup>nd</sup> ed.). Australia: Thomson.

Hunt, R. (2008). *Introduction to community-based nursing* (4<sup>th</sup> ed.). Philadelphia, PA: Lippincott.

Mc Ewen, M. (2003). *Community-based nursing: An introduction* (2<sup>nd</sup> ed.). Philadelphia : Saunders

Stanhope, M. and Lancaster, J. (2013). *Foundations of Community Health Nursing: Community Oriented Practice*, (4<sup>th</sup> edition) St. Louis: Mosby.

## Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
12 hrs.	1	<b>Course orientation</b> <b>Introduction to community health nursing</b> <ul style="list-style-type: none"> <li>- Definitions of community, Community health and Community health nursing</li> <li>- Types of community</li> <li>- Roles of community health nurse</li> <li>- Functions of community health nurse</li> <li>- Common community health problems in Bangladesh</li> </ul>	Lecture and Discussion  Group discussion	
8 hrs.	2	<b>Family health nursing</b> <ul style="list-style-type: none"> <li>- Definitions of family and family health nursing</li> <li>- Roles and responsibilities of nurses</li> <li>- Principles of family centered care</li> <li>- Factors influencing family health</li> </ul>	Lecture and Discussion	
6 hrs.	3	<b>Primary health care</b> <ul style="list-style-type: none"> <li>- Definition of PHC</li> <li>- Elements of PHC</li> <li>- Principles of PHC</li> </ul>	Lecture and Discussion	
20 hrs.	4	<b>Immunization</b> <ul style="list-style-type: none"> <li>- Significance of immunization in prevention of communicable diseases</li> <li>- Expanded Programme on Immunization (EPI)</li> <li>- Immunization schedule in Bangladesh</li> </ul>	Lecture and Discussion  Group discussion and poster presentation	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
26 hrs.	5	<p><b>Environmental Health</b></p> <p><b>Definition of environmental health and Sanitation</b></p> <p><b>Water</b></p> <ul style="list-style-type: none"> <li>- Classification</li> <li>- Sources</li> <li>- Impurities of water</li> <li>- Purification of water</li> <li>- Hazards of water pollution</li> </ul> <p><b>Air</b></p> <ul style="list-style-type: none"> <li>- Composition</li> <li>- Sources of air pollution</li> <li>- Effects of air pollution</li> <li>- Prevention and control</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>- Criteria of healthful housing</li> <li>- Hazards of poor housing</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Purposes</li> <li>- Criteria of good ventilation</li> <li>- Effects of poor ventilation</li> </ul> <p><b>Waste disposal</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Sources of waste /refuse</li> <li>- Methods of disposal</li> </ul> <p><b>Noise</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Sources of noise</li> <li>- Effects of noise</li> <li>- Methods to control of noise pollution</li> </ul>	<p>Lecture and Discussion</p> <p>Group discussion and presentation</p> <p>Assignment and presentation</p> <p>The teacher will show VDO and ask the students about their understanding</p>	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
16 hrs.	6	<b>Health Education</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Significance</li> <li>- Principles</li> <li>- Process / steps</li> <li>- Method</li> <li>- Media</li> </ul>	Lecture and Discussion  Prepare lesson plan for conducting health education programme  Poster presentation	
10 hrs.	7	<b>Prevention</b> <ul style="list-style-type: none"> <li>- Types of prevention</li> <li>- Early screening</li> <li>- Significance of early screening in disease/illness prevention; Breast self-examination and Cervical cancer screening</li> </ul>	Lecture and Discussion Demonstration	
12 hrs.	8	<b>Family counseling</b>	Lecture and Discussion  The teacher will show VDO and ask the students about their understanding  Role play Demonstration	
26 hrs.	9	<b>Family planning and contraception</b>	Lecture and Discussion Group discussion and poster presentation Assignment and presentation Demonstration	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
4 hrs.	10	<b>Health Promotion for Families</b> <ul style="list-style-type: none"> <li>- The Nurses responsibilities for family Health Promotion</li> </ul>	Lecture and Discussion  Demonstration  Role play  The teacher will show VDO and ask the students about their understanding	
4 hrs.	11	<b>Gender issues</b> <ul style="list-style-type: none"> <li>- Gender equity and equality</li> <li>- Violence against women, children, and men</li> <li>- Management of gender base violence programme in Bangladesh</li> </ul>	Lecture and Discussion  Group discussion and presentation	
4 hrs.	12	<b>Bangladesh National HNPSP Programs</b>	Lecture and Discussion	
4 hrs.	13	<b>Nurses 'roles and interventions in the community</b>	Lecture and Discussion	
4 hrs.	14	<b>Basic concepts in community based nursing practice</b> <ul style="list-style-type: none"> <li>- Community participation</li> <li>- Community empowerment</li> </ul>	Lecture and Discussion	
4 hrs.	15	<b>Concept of Community approaches</b>	Lecture and Discussion	
4 hrs.	16	<b>School health</b> <ul style="list-style-type: none"> <li>- Student health issues &amp; Health screening</li> <li>- School health programs</li> </ul>	Lecture and Discussion  The teacher will show VDO and ask the students about their understanding	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
4 hrs.	17	<b>Concept of SDGs (Sustainable Development Goals )</b>	Lecture and Discussion	
4 hrs.	18	<b>Basic concept of occupational health</b> <ul style="list-style-type: none"> <li>- Importance of occupational health</li> <li>- Occupational health hazards</li> <li>- Preventive measures of occupational health hazards</li> </ul>	Lecture and Discussion	
10 hrs.	19	<b>Disaster</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types of disaster</li> <li>- Effects of disaster</li> <li>- Management of disaster</li> </ul> <b>Concept of Mass casualty incidence</b>	Lecture and Discussion  The teacher will show VDO and ask the students about their understanding  Group discussion	
14 hrs.	20	<b>Introduction of epidemiology</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Uses &amp; Principle of epidemiology</li> <li>- Epidemiological terminology</li> <li>- Epidemiological approaches</li> </ul> <b>Principles and Control of communicable and non-communicable diseases</b>	Lecture and Discussion  Group discussion and presentation	

### Course Outline: Practice Part (96 hours)

Number of hours	Topic	Teaching-Learning Activities	Responsible Teacher
96 hrs.	Care of clients across life span OPD, homes in the surrounding community, rural community and EPI centre.  Conduct health education program accordingly.	Practice Arrange students to well baby clinic EPI centre, OPD, school and community	



## Course syllabus

### D235: Pediatric Nursing

Theory	: 116 hrs.
Laboratory	: 48 hrs.
Practice	: 96hrs.
Total	: 260 hrs.

#### Course Description:

The course is designed for the basic understanding of pediatric nursing: principles of care of sick Children; growth and development; children with acute and chronic illness and Autism.

#### Goal:

The aim of the course is to acquire knowledge and skills regarding Pediatric Nursing.

#### Course Objectives:

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

1. understand the concept of pediatric nursing;
2. explain the principles of care of sick children;
3. explain the growth and development of children;
4. provide nursing care to the children with acute and chronic illness; and
5. understand the concept of autistic health care.

#### Course Requirements:

1. Attending in the class 80%
2. Attending in the lab & clinical practice 85%
3. Organizing and perform a play program
4. Submission of case study report

#### Teaching methods:

1. Brainstorming
2. Lecture and discussion
3. Role play
4. Group discussion
5. Clinical teaching
6. Case study
7. Field visit
8. Simulation

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

Written examination	= 100
Oral examination	= 15
Practical	= 15
Formative examination	= 20

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**Total marks = 150**

### N.B.

- In formative assessment the students will be assigned for an assignment & presentation and a quiz.
- 6 marks for assignment and presentation.(3+3)
- 04 marks for quiz. (2)

### References:

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

**Course Outline:**

<b>Number of hours</b>	<b>Units</b>	<b>Contents</b>	<b>Teaching-Learning Activities</b>	<b>Responsible Teacher</b>
6 hrs.	1	<p><b>Course orientation</b></p> <p><b>Introduction to Pediatric Nursing</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Mortality and Morbidity</li> <li>- Acute and chronic illness</li> <li>- Roles of the pediatric nurse</li> </ul>	Discussion and Lecture	
12 hrs.	2	<p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Factors affecting growth and development</li> <li>- Developmental milestone</li> <li>- Growth chart</li> </ul>	<p>Lecture and Discussion</p> <p>The teacher will show VDO and ask the students about their understand</p> <p>Group discussion and presentation</p>	
Lab -16 hrs.		Growth chart	Practice on Growth chart according to case scenario	
8 hrs.	3	<p><b>Child health promotion and disease prevention</b></p> <ul style="list-style-type: none"> <li>- Nutrition</li> <li>- Sleep and activity</li> <li>- Dental health</li> <li>- Injury prevention</li> </ul>	<p>Lecture and Discussion</p> <p>Group discussion and presentation</p>	
8 hrs.	4	<p><b>Care of sick children</b></p> <p><b>Family-centered care of the child</b></p> <ul style="list-style-type: none"> <li>- Concepts of family-centered care</li> <li>- Key elements of family-centered care</li> <li>- Benefits of family-centered care</li> </ul>	<p>Lecture Discussion</p> <p>Assignment and presentation</p>	
12 hrs.	5	<p><b>Health assessment of the child &amp; family</b></p> <ul style="list-style-type: none"> <li>- A pediatric health history</li> <li>- Physical examination</li> <li>- Developmental assessment</li> <li>- Nutritional assessment</li> </ul>	<p>Lecture and Discussion</p> <p>The teacher will show VDO and ask the students about their understand</p> <p>Group discussion and presentation</p>	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
Lab- 16 hrs.		Health assessment on dummy (child)		
12 hrs.	6	<p><b>Nursing care of children with acute and chronic infection:</b></p> <ul style="list-style-type: none"> <li>- ARI</li> <li>- Pneumonia</li> <li>- Nasopharyngitis, pharyngitis, tonsillitis</li> <li>- Croup</li> <li>- Otitis media</li> <li>- Measles</li> <li>- Meningitis</li> <li>- Diarrheal diseases</li> <li>- Worm infestation</li> </ul> <p><b>Child with chronic infection</b></p>	<p>Lecture and Discussion</p> <p>The teacher will show VDO and ask the students about their understand</p> <p>Discussion on acute and chronic according to case study</p>	
Lab -16 hrs.		Per rectal injection, Oxygen administration, Assessment of dehydration, NG intubation, Catheter insertion		
6 hrs.	7	<b>Nursing care of children with febrile convulsion and epilepsy</b>	<p>Lecture and Discussion</p> <p>The teacher will show VDO and ask the students about their understand</p>	
8 hrs.	8	<p><b>Nursing care of children with congenital anomalies</b></p> <ul style="list-style-type: none"> <li>- Cleft lip and cleft palate</li> <li>- Congenital heart disease</li> <li>- Chromosomal abnormalities</li> <li>- Spina bifida</li> <li>- Hydrocephalus</li> <li>- Imperforated anus</li> </ul>	<p>Lecture and Discussion</p> <p>The teacher will show VDO and ask the students about their understand</p> <p>Group discussion and presentation</p>	
10 hrs.	9	<p><b>Autism:</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Etiology</li> <li>- Risk factors</li> <li>- Clinical manifestation</li> <li>- Nursing management</li> </ul>	<p>Lecture and Discussion</p> <p>The teacher will show VDO and ask the students about their understand</p> <p>Role play</p> <p>Assignment and presentation</p>	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
8 hrs.	10	<p><b>Nursing care of children with alteration in cardiovascular system</b></p> <p>Congenital heart disease</p> <ul style="list-style-type: none"> <li>- Ventricular Septal Defeat</li> <li>- Atrial Septal Defeat</li> <li>- Patent Ductus Arteriosus</li> <li>- Aortic Stenosis</li> <li>- Pulmonary Stenosis</li> <li>- Etiology of fall of</li> <li>- Transposition of the Great Arteries</li> </ul> <p>Acquired heart disease:</p> <ul style="list-style-type: none"> <li>- Rheumatic fever and valvular heart disease</li> <li>- Carditis</li> <li>- Congestive heart failure</li> </ul>	Lecture and Discussion	
10 hrs.	11	<p><b>Nursing care of children with alteration in hematologic and lymphatic system</b></p> <ul style="list-style-type: none"> <li>- Anemia</li> <li>- Hemophilia</li> <li>- Leukemia</li> <li>- Thalassemia</li> </ul>	Lecture Discussion  Group discussion and presentation	
6 hrs.	12	<p><b>Nursing care of children with renal diseases</b></p> <ul style="list-style-type: none"> <li>- Acute glomerulonephritis</li> <li>- Nephritic syndrome</li> <li>- Chronic renal failure</li> </ul>	Lecture and Discussion	
10 hrs.	13	<p><b>Nursing care of children with alteration in endocrine system</b></p> <ul style="list-style-type: none"> <li>- Juvenile hypothyroidism</li> <li>- Juvenile Diabetes Mellitus</li> <li>- Diabetes insipidus</li> </ul>	Lecture and Discussion  Group discussion and presentation	

# Course syllabus

## D331: Midwifery

Theory	: 280 hrs.
Laboratory	: 96 hrs.
Practice	: 816 hrs.
Total	: 1192 hrs.

### Course Description:

This course is designed to understand the care of pregnant women and newborn: antenatal, intra-natal and postnatal; breast feeding, family planning, newborn care and ethical issues.

### Goal:

The aim of the course is to acquire knowledge and develop competencies regarding midwifery, complicated labour and newborn care including family planning.

### Course Objectives:

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

1. understand the concept of midwifery;
2. explain the roles and responsibilities of a midwife;
3. describe the physiological and psychological changes during antenatal, intra-natal and postnatal;
4. discuss the mechanism of labour;
5. identify and discuss common complicated labour and newborn;
6. demonstrate ability in active management of normal delivery and care of newborn;
7. provide health education for women during pregnancy and post partum regarding family planning;
8. Demonstrate Knowledge and skills regarding family planning, contraceptives including the procedures of contraceptives methods; and
9. state the ethical, social and legal issues related to labour and newborn care.

### Course Requirements:

1. Attending in the class 80%
2. Attending in lab & clinical practice 85%
3. Submission of case report

### Teaching Methods

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

## Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

1. Written examination	= 100
2. Oral examination	= 50
3. Practical examination	= 100
3. Formative assessment	= 50
<hr/>	
Total marks	= 300

**Note :** *Antenatal assessment (20 cases) and conduct normal delivery (10 cases)*

### N.B.

- In formative assessment the students will be assigned for four assignments & four presentations and four quizzes.
- 16 marks for assignment and presentation.(4+4+4+4)
- 08 marks for quizzes. (2+2+2+2)

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## Course Outline:

Number of hours	Units	Contents	Teaching -Learning Activities	Responsible Teacher
8 hrs.	1	<b>Course orientation</b>  <b>Introduction to midwifery</b> <ul style="list-style-type: none"> <li>- Epidemiology of maternal and newborn health situations in Bangladesh</li> <li>- Functions and responsibility of midwifery in maternity care</li> <li>- Influences of family and community culture, values and beliefs, economic status, on maternal and newborn health</li> <li>- Law and ethical consideration for midwifery</li> <li>- Different terminology in relation to midwifery</li> </ul>	Lecture and discussion	
12 hrs.	2	<b>Anatomy and physiology of reproductive system</b> <ul style="list-style-type: none"> <li>- Review of reproductive system</li> <li>- Female and male pelvis</li> <li>- Menstrual cycle</li> <li>- Fertilization and Implantation</li> <li>- Embryonic and fetal growth and development</li> </ul>	Lecture and Discussion  Group discussion and presentation	
8 hrs.	3	<b>Physiological, Psychosocial, spiritual changes and adaptations during pregnancy</b>	Lecture and Discussion  Group discussion and presentation	
2 hrs.	4	<b>Nutrition during pregnancy</b>	Lecture and Discussion	
6 hrs.	5	<b>Health promotion and health education during pregnancy</b> <ul style="list-style-type: none"> <li>- Self-care</li> <li>- Childbirth preparation</li> <li>- Breastfeeding</li> </ul>	Lecture and discussion  Group discussion and presentation	
8 hrs.	6	<b>Antenatal assessment of women</b> <b>Physical examination</b> <ul style="list-style-type: none"> <li>- Normal fundal growth patterns</li> </ul>	Lecture and Discussion  The teacher will show VDO and	



Number of hours	Units	Contents	Teaching -Learning Activities	Responsible Teacher
		<ul style="list-style-type: none"> <li>- Abdominal inspection, percussion, palpation and auscultation</li> </ul>	ask the students about their understanding	
Lab-6 hrs.		<b>Antenatal assessment of pregnant women</b>	Simulation	
10 hrs.	7	<b>Care and management during antenatal period</b> <ul style="list-style-type: none"> <li>- Care of healthy pregnant women <ul style="list-style-type: none"> <li>-The first trimester</li> <li>-The second trimester</li> <li>-The third trimester</li> </ul> </li> <li>- Preparation for Parenthood</li> <li>- Family participation (including grand parents and siblings)</li> </ul>	Lecture and discussion  Group discussion & Presentation	
10 hrs.	8	<b>Introduction to abnormal obstetrics</b> <ul style="list-style-type: none"> <li>- Common abnormal obstetrics</li> <li>- Factors influencing complications in obstetrics</li> <li>- Midwifery roles in the management of abnormal obstetrics and medical conditions</li> </ul> <b>Legal and ethical issues concerning maternal and newborn care under obstetric emergencies</b>	Lecture and discussion  Group discussion and presentation	
2 hrs.	9	<b>Teenage pregnancy</b>	Lecture and discussion	
2 hrs.	10	<b>Grand Multipara</b>	Lecture and discussion	
2 hrs.	11	<b>Elderly pregnancy</b>	Lecture and discussion	
2 hrs.	12	<b>Multiple fetuses</b>	Lecture and discussion	
2 hrs.	13	<b>Polyhydramnios and oligohydramnios</b>	Lecture and discussion	
2 hrs.	14	<b>Hyperemesis gravidarum</b>	Lecture and discussion	
4 hrs.	15	<b>Hypertensive disorder in pregnancy</b>  <b>Pre-eclamptic toxemia and Eclampsia</b> <ul style="list-style-type: none"> <li>- Cause</li> <li>- Sign and symptoms</li> <li>- Management</li> <li>- Complications</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding	

Number of hours	Units	Contents	Teaching -Learning Activities	Responsible Teacher
12 hrs.	16	<b>Bleeding in early pregnancy</b> :Abortion , Ectopic pregnancy <b>Bleeding in late pregnancy:</b> APH, Abruptio, Placenta Praevia	Lecture and discussion  Group discussion and presentation	
20 hrs.	17	<b>Care of pregnant women with underlying medical complications:</b> <ul style="list-style-type: none"> <li>- Thyroid disorders</li> <li>- Diabetes mellitus</li> <li>- Respiratory diseases</li> <li>- Heart diseases</li> <li>- UTI (Urinary Tract Infection)</li> <li>- HIV/AIDS-Ethics in caring pregnant women with HIV infection</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding  Group discussion and presentation  Case study	
12 hrs.	18	<b>Concept of labor</b> <ul style="list-style-type: none"> <li>- Initiation of labor</li> <li>- Factor related to labor</li> <li>- Stages of labor</li> <li>- Physiological and psychological change during labor</li> <li>- Pain</li> <li>- Mechanism of labor</li> <li>- Partograph</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding Group discussion and presentation	
8 hrs.	19	<b>Emergency Obstetric and Neonatal Care (EmNOC) and life-threatening situations</b>  <b>Referral system of Bangladesh health care facilities</b>	Lecture and discussion  Group discussion and presentation	
10 hrs.	20	Management of labor (each stage)  Normal Vaginal Delivery  Episiotomy	Lecture and Discussion  The teacher will show VDO and ask the students about their understanding	

Number of hours	Units	Contents	Teaching -Learning Activities	Responsible Teacher
Lab- 16 hrs.		<b>PV examination, Normal Vaginal Delivery, Partograph, Episiotomy, active management of 3<sup>rd</sup> stage of labour</b>	Demonstration	
6 hrs.	22	<b>Prolonged and obstructed labour</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Risk factors</li> <li>- Preventive measures</li> <li>- Management</li> </ul>	Lecture and discussion	
16 hrs.	23	<b>Nursing care for high risk mother during intrapartum period</b> <ul style="list-style-type: none"> <li>- Preterm labor</li> <li>- Preterm rupture of membranes</li> <li>- Post term labor</li> <li>- Prolapsed cord</li> <li>- Uterine rupture</li> <li>- Prolapsed uterus</li> <li>- Shoulder dystocia</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding  Group discussion and presentation	
10 hrs.	24	<b>Women receiving technological assistant during intra partum period :</b> <ul style="list-style-type: none"> <li>- Induction /augmentation of labour</li> <li>- Cesarean section</li> <li>- Assisted Vaginal breech delivery</li> <li>- Vaginal Delivery(vacuum and forcep delivery)</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding  Group discussion and presentation	
Lab -8 hrs.		Assisted Vaginal breech delivery , Shoulder dystocia, Preparation of trolley for Cesarean section in operation theatre	Demonstration	
12 hrs.	25	<b>Nursing care for postpartum women with complications</b> <ul style="list-style-type: none"> <li>- Postpartum hemorrhage</li> <li>- Postpartum infection</li> <li>- Postpartum depression</li> <li>- Fistula (RVF, VVF)</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding  Group discussion and presentation	

Number of hours	Units	Contents	Teaching -Learning Activities	Responsible Teacher
Lab-4 hrs.		Management of PPH and retained placenta		
2 hrs.	26	<i>Postpartum physiological and psychological changes</i>	Lecture and discussion	
2 hrs.	27	<i>Care of mother and newborn during postpartum period</i> <ul style="list-style-type: none"> <li>- Post natal assessment of mother</li> <li>- Attachment and positioning of breast feeding</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding	
Lab- 12 hrs.		<ul style="list-style-type: none"> <li>- Post natal assessment of mother</li> <li>- Attachment and positioning of breast feeding</li> </ul>	Simulation and Demonstration	
2 hrs.	28	<b>Transition to Parenthood: Postpartum psychosocial and spiritual adaptation</b>	Lecture and discussion	
2 hrs.	29	<b>Neonatal morbidity and Mortality in Bangladesh</b>	Lecture and discussion	
2 hrs.	30	<b>Physiological responses of the newborn after birth</b>	Lecture and discussion The teacher will show VDO and ask the students about their understanding	
2 hrs.	31	<b>Health assessment of the newborn</b>  <b>Initial assessment:</b> <ul style="list-style-type: none"> <li>- APGAR Scoring</li> </ul> <b>Transitional assessment:</b> <ul style="list-style-type: none"> <li>- Periods of reactivity</li> <li>- Behavioral assessment</li> </ul> <b>Physical examination of new born</b>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding	
Lab -6 hrs.		<b>Physical examination of new born</b>	Demonstration	
12 hrs.	32	<b>Nursing Care of the normal</b> <ul style="list-style-type: none"> <li>- Physiologic and Behavioral Adaptations of the Newborn</li> <li>- Essentials newborn care</li> </ul>	Lecture and Discussion	

Number of hours	Units	Contents	Teaching -Learning Activities	Responsible Teacher
		<ul style="list-style-type: none"> <li>- Immediate new born care</li> <li>- Newborn nutrition and feeding</li> </ul>		
Lab-12 hrs.		Nursing care of the newborn and family <ul style="list-style-type: none"> <li>- Maintain a patient airway</li> <li>- Maintain a stable body temperature</li> <li>- Protect from infection and injury</li> <li>- Provide optimal nutrition</li> <li>- Promote parent-infant attachment</li> <li>- Prepare for discharge and home care</li> </ul>	Demonstration	
12 hrs.	33	<b>Nursing care of the high-risk newborns</b> <ul style="list-style-type: none"> <li>- Helping Babies breathe</li> <li>- New born resuscitation</li> <li>- Respiratory support</li> <li>- Thermoregulation</li> <li>- Protection from infection</li> <li>- Nutrition &amp; Hydration</li> <li>- Feeding resistance/feeding problems</li> </ul>	Lecture and Discussion  The teacher will show VDO and ask the students about their understanding  Group discussion and presentation	
Lab – 12 hrs.		Suction, Oxygen , Nasogastric feeding , thermoregulation of newborn <b>New born resuscitation</b>	Demonstration	
8 hrs.	34	<b>Nursing care of newborn with common congenital anomalies.</b> <ul style="list-style-type: none"> <li>- Esophageal atresia</li> <li>- Omphalocele</li> <li>- Meningocele</li> <li>- Imperforated anus</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding	
12 hrs.	35	<b>Nursing care of newborn with abnormal condition:</b> <ul style="list-style-type: none"> <li>- Hyperbilirubinemia</li> <li>- Hemolytic disease of the newborn</li> <li>- Rh incompatibility</li> <li>- Idiopathic respiratory distress syndrome (IRDS)</li> <li>- Neonatal seizures</li> <li>- Neonatal sepsis</li> </ul>	Lecture and discussion  Group discussion and presentation ppt	

Number of hours	Units	Contents	Teaching -Learning Activities	Responsible Teacher
8 hrs.	36	<b>Birth injury</b> <ul style="list-style-type: none"> <li>- Caput succedaneum</li> <li>- Cephalohematoma</li> <li>- Subconjunctival hemorrhage</li> <li>- Brachial plexus palsy</li> </ul>	Lecture and discussion	
20 hrs.	37	<b>Family planning</b> <ul style="list-style-type: none"> <li>• <b>Concept of Family Planning and contraceptive methods</b></li> <li>• <b>Types and mechanism of contraceptive methods</b></li> <li>- Natural methods of family planning</li> <li>- Surgical contraception</li> <li>- Contraceptive pills, ECP (Emergency Contraceptives Pills)</li> <li>- Other devices and methods</li> <li>- Injectable contraceptives</li> <li>- Barrier contraceptives</li> <li>- IUD</li> <li>- Implant</li> <li>- MR /MVA</li> <li>• Education and counseling on Family Planning methods</li> </ul>	Lecture and discussion  Role play  Group discussion and presentation	
Lab-20 hours		<b>Procedures and Practice skills on Contraceptive Methods</b> <ul style="list-style-type: none"> <li>- Implant,</li> <li>- IUCD,</li> <li>- Injection etc.</li> <li>- MR/MVA</li> </ul>		
10 hrs.	38	<b>Post Abortion Care (PAC)</b> <ul style="list-style-type: none"> <li>- Bleeding after abortion</li> <li>- Sex after an abortion</li> <li>- Side effects and complications</li> <li>- Recovery tips</li> <li>Birth control use</li> </ul>	Lecture and discussion  Group discussion and presentation	

## Course Outline: Practice Part 816 Hours

Number of hours	Topic	Teaching-Learning Activities	Notes
Day 1	Orientation of the course	Discussion Goal setting (students)	
Day 1 to the end of the course	<p><b>Clinical placement</b> to meet the objectives of the course at:</p> <ul style="list-style-type: none"> <li>- Antenatal clinic (ANC)</li> <li>- Labour room (LR)</li> <li>- Post-partum ward (PP)/family planning (FP)unit</li> </ul> <p><u>At Ante Natal Care</u></p> <ul style="list-style-type: none"> <li>- Antenatal assessment</li> <li>- Health education focusing on nutrition and childbirth preparation and breast feeding</li> <li>- Health education focusing on prevention and detection of abnormal conditions</li> </ul> <p><u>At Labor Room</u></p> <ul style="list-style-type: none"> <li>- Conducting normal delivery</li> <li>- Relieving labour pain</li> <li>- Providing psychosocial support</li> <li>-Assisting technological assisted delivery</li> <li>-Management of obstetric emergencies</li> </ul> <p><u>At Post Partum</u></p> <ul style="list-style-type: none"> <li>- Breast feeding</li> <li>- Self-care and exercise</li> <li>- Newborn care</li> </ul> <p><u>At Family planning unit</u></p> <ul style="list-style-type: none"> <li>- Family planning</li> <li>- Counseling</li> </ul> <p><b>Clinical conference</b></p>	Assign cases and supervise students	Students rotate to different areas as specified in the roaster

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

## D332: Psychiatric Nursing

Theory	: 96 hrs.
Laboratory	: 0
Practice	: 48 hrs.
Total hours	: 144 hrs.

### Description:

This course is designed to understand the basic concept of psychiatric nursing; determinants of mental illness; Psychotherapeutic Modalities; Bio-Psychosocial theories of mental health and illness; promotion of mental health and psychiatric nursing care.

### Goal:

The aim of the course is to acquire competencies in psychiatric nursing.

### Course Objectives:

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

1. Understand the basic concept of psychiatric nursing;
2. Discuss the mental health and illness;
3. Identify client with psychiatric and mental health problems;
4. Describe the basic concept of Psychotherapeutic Modalities; and
5. State the mental health promotion and psychiatric nursing care.

### Teaching methods:

1. Brain storming
2. Lecture and discussion
3. Role play
4. Group discussion and presentation
5. Field trip

### Course Requirements:

#### Theory Part

1. Attend class 80%
2. Submit Health Education Project focusing on promoting mental health and maintaining mental health care for patients, their families, and community in any issues related to mental health problems
3. Actively participate in class
4. Prepare oneself to the class by reading the related topics from the previous courses (psychology and communication in nursing)

#### Practical part

1. Attend in practice 85%
2. Provide care to assigned cases at least 1 case/week throughout their practice and assist SSN to care for other cases in the ward(s)
3. Attend and actively participate in clinical conference with SSNs, nurse supervisor, and nursing instructor (s) as scheduled
4. Write and submit a case study report
5. Practice as scheduled in the roster.
6. Perform practice procedures as specified in the checklist book
7. Complete Health Education project as planned.
8. Submit self-analysis reports every week



### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

4. Written examination =100
  5. Oral Examination = 20
  6. Formative assessment = 30
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**Total marks = 150**

### N.B.

- In formative assessment the students will be assigned for two assignment & presentation and two quizzes.
- 10 marks for assignment and presentation.(5+5)
- 4 marks for quizzes. (2+2)

### References

Varcarolis. [E \(2016\)](#).*Essentials of Psychiatric Mental Health Nursing: A Communication Approach to Evidence-Based Care* (3<sup>rd</sup> ed.) Elsevier Health Sciences U.S.A

Townsend C. and Morgan K (2017) *Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice* ( 9<sup>th</sup> ed).[F. A. Davis Company](#) U.S.A

Fortinash, K. M. & Worret, P. H. (2003).*Psychiatric nursing care plan* (4th ed). St Louis, MO: Mosby.  
Stuart, G. W., & Laraia, M. T. (2001).*Principles and practice of psychiatric nursing* (7th ed). St. Louis, MO: Mosby.

Rinomhota, A. S., & Marshall, P. (2000).*Biological aspects of mental health nursing*. Philadelphia, PA: Churchill Livingstone.

## Course Outline:

Number of hours	Units	Topic	Teaching-Learning Activities	Responsible Teacher
1 hrs.	1	Course orientation		
12 hrs.	2	<ul style="list-style-type: none"> <li>- Concept</li> <li>- Importance</li> <li>- Roles and responsibilities of a psychiatric nurse</li> <li>- The Mental Health - Mental Health Illness Continuum</li> <li>- Determinants of mental illness</li> <li>- Cultural and socioeconomic factors related to psychiatric nursing care</li> <li>- Ethical and legal Issues</li> <li>- Psychiatric nursing process</li> <li>- Community psychiatric health nursing</li> </ul>	Brain Storming Lecture Discussion Group Work and Presentation	
15 hrs.	2	Bio-psychosocial theories of mental health and illness <ul style="list-style-type: none"> <li>- Biological model ( )</li> <li>- Social model</li> <li>- Psychoanalytic model</li> <li>- Interpersonal model</li> <li>- Lazarus's—Theory of Emotion</li> <li>- Crisis theory ( )</li> </ul>	Brain Storming Lecture and discussion Group Work and Presentation	Specify common and updated model
15 hrs.	3	Therapeutic Communication and the Therapeutic Relationship <ul style="list-style-type: none"> <li>- Therapeutic use of self</li> <li>- Empathy</li> <li>- Phases of nurse-patient relationship</li> <li>- Therapeutic communication techniques</li> </ul>	Lecture and discussion Role play	
40 hrs.	4	Care and management of clients with mood disturbances Anxiety disorders Schizophrenia Sexual disorders Substance abuse Dementia Depression (Etiology ,signs and symptoms, nursing problems and interventions) Care and management of and other minor mental disorders	Brain Storming Lecture and discussion Group discussion and Presentation Field visit	
8 hrs.	5	Care of clients with suicidal attempt: Children, Adolescents, Adults and Elders	Lecture Discussion	
6 hrs.	6	Mental health promotion <ul style="list-style-type: none"> <li>- Concept</li> <li>- Strategy</li> <li>- Prevention of mental illness</li> </ul>	Lecture Discussion	

## D333: Orthopedic Nursing

Theory	: 96 hrs.
Laboratory	: 48hrs.
Practice	: 96 hrs.
Total	: 216 hrs.

### Course Description:

This course is designed to understand the basic concept of orthopedic nursing ; immobility; nurse's roles of preventive , curative, promotional and rehabilitation of musculoskeletal injuries, autoimmune and inflammatory disorders, degenerative disorders, infections, neoplasms, congenital and developmental disorders and use of orthopedic devices.

### Goal:

The aim of the course is to acquire knowledge and skills regarding care of orthopedic clients.

### Course Objectives:

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

1. understanding the concept of orthopedic nursing
2. describe the nurses' roles for the management of orthopedic cases
3. discuss the concepts and care of clients with fracture and dislocation, immobilization and rehabilitation.
4. describe and identify common orthopedic disorders
5. identify the use of immobilization modalities and orthopedic devices

### Course Requirements:

1. Attending in the class 80%
2. Attending in the lab & clinical practice 85%
3. Submission of case study report

### Teaching methods:

1. Lecture
2. Demonstration
3. Group discussion
4. Clinical practice
5. Case study and presentation
6. Role play
7. Clinical teaching

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

1. Written examination = 100
2. Oral examination = 15
3. Practical = 15
3. Formative assessment = 20

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**Total marks = 150**

### N.B.

- In formative assessment the students will be assigned for one assignment & presentation and two quizzes.
- 4 marks for assignment and presentation.(2+2)
- 4 marks for quizzes. (2+2)

### References:

Linton, A. D., & Maebius, N. K. (Eds.). (2003). *Introduction to medical-surgical nursing* (3rd ed. ed.). Philadelphia, PA: Saunders.

Maher, A. B., Salmond, S. W., & Pellino, T. A. (1998). *Orthopedic nursing* (2nd ed.). Philadelphia, PA.

Duckworth. T, Blundell C.M., (2010), *Orthopedics and Fractures*, (4<sup>th</sup> edition), Wiley- Blackwell, New Jersey (United States)

### Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
4 hrs.	1	<b>Course orientation</b> <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of the musculoskeletal system</li> </ul>	Brain storming  Lecture and discussion	
8 hrs.	2	<b>Introduction to Traumatology and orthopedic nursing</b> <ul style="list-style-type: none"> <li>- Definition of Traumatology and orthopedic nursing</li> <li>- Roles and responsibilities of orthopedic nurses.</li> <li>- Common orthopedic problems; Acute and chronic diseases.</li> <li>- Orthopedic Team</li> </ul>	Lecture and discussion Lecture and discussion  Group discussion and presentation	
6 hrs.	3	<b>Immobility</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Causes</li> <li>- Adverse effects</li> <li>- Risks and risk assessment</li> <li>- Prevention and management of adverse effects</li> </ul>	Lecture and discussion	
6 hrs.	4	<b>Immobilization:</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Purposes/importance</li> <li>- Types</li> <li>- Indications</li> <li>- Adverse health effects</li> <li>- Nursing management of immobilization</li> </ul>	The teacher will show VDO and ask the students about their understanding	
Lab-10 hrs.	5	<b>Different types of immobilization</b>	Demonstration	
4 hrs.	6	<b>Fracture and dislocation</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types of fracture and dislocation</li> <li>- Mechanisms of injury and pathophysiology</li> <li>- Complications of fracture and dislocation</li> </ul>	Lecture and discussion	
Lab-8 hrs.	7	<b>Different types of Fracture and dislocation</b>	Demonstration by using poster and ask about their understanding	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
10 hrs.	8	<b>Care of clients with fracture and/or dislocation</b>  <b>Treatments:</b> <ul style="list-style-type: none"> <li>- <b>Closed Fracture</b>; Closed reduction (external fixation)</li> <li>- <b>Open Fracture</b>; Open reduction (internal fixation)</li> <li>- <b>Nursing management</b> of fracture and dislocation</li> </ul>	Lecture and discussion  Group discussion and presentation	
6 hrs.	9	<b>Nursing interventions</b> <ul style="list-style-type: none"> <li>- Pain management</li> <li>- Infection prevention</li> <li>- Patient education (self-care, exercise promotion, nutrition)</li> <li>- Range of Motion (ROM)</li> <li>- Rehabilitation</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding	
Lab-8 hrs.	10	Range of Motion (ROM)	Demonstration and re-demonstration	
4 hrs.	11	<b>Care of clients undergoing orthopedic surgery</b>  <b>Common orthopedic surgery</b> <ul style="list-style-type: none"> <li>- Fixation</li> <li>- Amputation</li> <li>- Joint fusion (Arthodesis)</li> <li>- Joint replacement (Arthroplasty)</li> </ul> <b>Preoperative nursing care of orthopedic surgery</b>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding	
4 hrs.	12	<b>Autoimmune and inflammatory disorders; Rheumatoid Arthritis</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Causes</li> <li>- Signs and symptoms</li> <li>- Treatments</li> <li>- Nursing interventions</li> </ul>	Present a case study of Rheumatoid arthritis  Lecture and discussion	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
6 hrs.	13	<b>Degenerative disorders: Osteoarthritis</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Causes</li> <li>- Pathophysiology</li> <li>- Signs and symptoms</li> <li>- Treatments</li> <li>- Nursing interventions</li> </ul>	Lecture and discussion	
6 hrs.	14	<b>Infections: Osteomyelitis, septic arthritis</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Causes</li> <li>- Pathophysiology</li> <li>- Signs and symptoms</li> <li>- Treatments</li> <li>- Nursing interventions</li> </ul>	Lecture and discussion	
4 hrs.	15	<b>Neoplasms: Sarcoma, metastatic bone diseases</b> <ul style="list-style-type: none"> <li>- Causes (primary, secondary)</li> <li>- Signs and symptoms</li> <li>- Treatment</li> <li>- Nursing management</li> </ul>	Lecture and discussion	
2 hrs.	16	<b>Congenital and developmental disorders: Cerebral palsy, Spina bifida, Clubfoot (Talipesquinovarus)</b> <ul style="list-style-type: none"> <li>- Causes (primary, secondary)</li> <li>- Signs and symptoms</li> <li>- Treatment</li> <li>- Nursing interventions</li> <li>-</li> </ul>	Lecture and discussion	
16 hrs.	17	<b>Uses of orthopedic devices</b> <ul style="list-style-type: none"> <li>- Plaster (Casts)</li> <li>- Splints</li> <li>- External fixators</li> <li>- Traction (skin, skull, skeletal)</li> <li>- Nursing management</li> </ul>	Lecture and discussion  The teacher will show VDO and ask the students about their understanding  Role play	
Lab-22 hrs.	18	<b>Common orthopedic devices and instruments</b>	Demonstration and re-demonstration	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
6 hrs.	19	<b>Holistic care of orthopedic clients: A case study</b> <ul style="list-style-type: none"> <li>- Bio-psychosocial, spiritual being of an individual</li> <li>- The family and the community</li> <li>- Patient and family needs/problems</li> <li>- Nursing interventions</li> <li>- Legal and ethical considerations</li> </ul>	Lecture and discussion  Role play	
4hrs.	20	<b>Mass Casualty Incident (MCI):</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Causes</li> <li>- Emergency management</li> </ul>	Lecture and discussion	

**Course Outline: Practice Part (96 hours)**

Number of hours	Topic	Teaching-Learning Activities	Notes
Day 1	Course orientation	-Discussion on course syllabus -Student write personal goal and commitment	Teacher
	Ward orientation	-Introduce students to ward staff and environment	Ward in-charge/ Nurse supervisor
Day 1 to the end	<b>Clinical practice</b> to meet the objectives of the course	-Assign cases (orthopedic clients)	Teacher or ward in-charge (on scheduled date)
	<b>Clinical teaching:</b> - Care of clients with tractions -Assist patients to perform active and passive exercise (Range of motion exercise) and ambulation	-Bedside teaching, demonstration	
	<b>Clinical conference:</b> Selected interesting cases in the ward	Conference led by the student (one at a time)	

*Students are required to practice and improve skills specified in the checklist book throughout the course*



# Course Syllabus

## D334: Leadership and Management

Theory	: 96 hrs.
Laboratory	: 0hrs.
Practic	: 0hrs.
Total	: 96 hrs.

### Course Description:

This course is designed to understand the basic concept of Nursing Leadership and Management Principles and functions of administration and management, Organization, time management, resource management, inventory, managing conflict, delegation and supervision, authority and responsibility, record and reporting and ethical consideration on nursing leadership and management.

### Goal:

The aim of the course is to develop competencies regarding Nursing leadership and management.

### Course Objectives:

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

1. understand the concept of nursing leadership and management;
2. describe the leadership styles;
3. explain the principles and functions of administration and management;
4. identify the key roles of nursing leadership and management;
5. understand the concept of organization;
6. discuss the resource management;
7. discuss the ward management;
8. explain the techniques of conflict management;
9. discuss about the time management;
10. explain inventory and inventory control;
11. explain the delegation, supervision, authority and responsibility;
12. describe the recording and reporting system; and
13. describe the legal and ethical consideration on nursing leadership and management

### Course Requirements:

1. Attending in the class 80%
2. Assignment and presentation

### Teaching methods:

1. Lecture and discussion
2. Group discussion and presentation
3. Role play
4. Assignment
5. Field visit

## Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

7. Written examination =100
8. Oral Examination = 20
9. Formative assessment = 30

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**Total marks = 150**

## N.B.

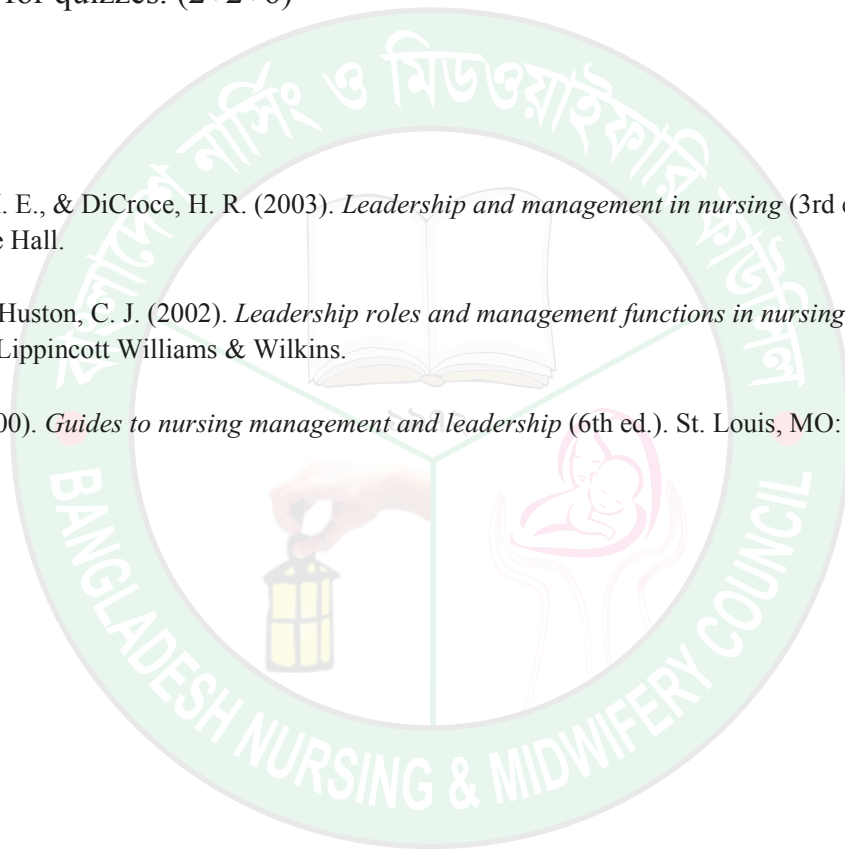
- In formative assessment the students will be assigned for an assignment & presentation and three quizzes.
- 8 marks for assignment and presentation.(4+4)
- 6 marks for quizzes. (2+2+6)

## References

Grohar-Murray, M. E., & DiCroce, H. R. (2003). *Leadership and management in nursing* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Marquis, B. L., & Huston, C. J. (2002). *Leadership roles and management functions in nursing* (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Tomey, A. M. (2000). *Guides to nursing management and leadership* (6th ed.). St. Louis, MO: Mosby.



## Course Outline:

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
4 hrs.	1	<p>Course orientation</p> <p>Introduction to nursing Leadership and management</p> <ul style="list-style-type: none"> <li>- Concept</li> <li>- Principles</li> <li>- Functions</li> </ul>	<p>Brainstorming</p> <p>Lecture and discussion</p>	
20 hrs.	2	<p>Leadership and management</p> <ul style="list-style-type: none"> <li>- Definitions</li> <li>- Leadership Styles</li> <li>- Leadership and managerial Roles and functions</li> </ul>	<p>Lecture and discussion</p> <p>Group discussion and presentation</p> <p>Role play</p> <p>Field visit</p>	
4 hrs.	3	<p>Administration and management</p> <ul style="list-style-type: none"> <li>- Administration versus management</li> <li>- Administration versus leadership</li> <li>- Leadership versus management</li> </ul>	<p>Lecture and discussion</p>	
6 hrs.	4	<p>Organization and Organogram</p> <ul style="list-style-type: none"> <li>- Concept</li> <li>- Organizational chart of NI, Hospital , DGNM, BNMC and nursing college (Chain of command).</li> </ul>	<p>Lecture and discussion</p> <p>Demonstration</p>	
6 hrs.	5	<p>Resource Management</p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Criteria of resources management</li> <li>- Materials management (clean, store, stock ledger, package, list of inventory).</li> <li>- Principles of resource management</li> </ul>	<p>Brainstorming</p> <p>Lecture and discussion</p>	
12 hrs.	5	<p>Ward management</p> <ul style="list-style-type: none"> <li>- Process</li> <li>- Method</li> <li>- Components</li> <li>- Role of charge nurses</li> <li>- Preparation for round</li> <li>- Inventory and inventory control</li> </ul>	<p>Lecture and discussion</p> <p>Group discussion and presentation</p>	

Number of hours	Units	Contents	Teaching-Learning Activities	Responsible Teacher
10 hrs.	6	Conflict management <ul style="list-style-type: none"> <li>- Concept</li> <li>- Sources of conflict/Types</li> <li>- Conflict process</li> <li>- Conflict management</li> <li>- Leadership roles on conflict management.</li> </ul>	-Lecture and discussion  -Role play	
6 hrs.	7	Delegation and Supervision <ul style="list-style-type: none"> <li>- Definition</li> <li>- Purposes</li> <li>- Process and criteria</li> <li>- Authority and responsibility</li> </ul>	Lecture and discussion	
2 hrs.	8	Factors influencing effective nursing leadership and management	Lecture and discussion	
6 hrs.	9	Time management <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Principles</li> <li>- Importance</li> <li>- Advantages</li> <li>- Techniques</li> <li>- Managing time: Personal time management and at working place</li> </ul>	Lecture and discussion.	
18 hrs.	10	Record and reporting <ul style="list-style-type: none"> <li>- Definition</li> <li>- Purposes</li> <li>- Record keeping in various areas</li> <li>- Criteria of record and reporting system</li> </ul>	-Lecture and discussion.  Field visit	
2 hrs.	11	Ethical and legal consideration in Nursing leadership and management	-Lecture and discussion	

## D335: Research Methodology

Theory	: 80 hrs.
Laboratory	: 0
Practice	: 0 hrs.
Total hours	: 80 hrs.

### Course Description:

This course is designed to understand the basic concept of Research: Research terminology and Research Methodology.

### Course Goal:

The aim of the course is to acquire knowledge on Research Methodology

### Course Objectives:

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

1. Describe basic concepts of research;
2. Define the terms used in research;
3. Describe research methodology; and
4. Write how to make a research report writing.

### Course Requirements:

1. Attend class 80%
2. Actively participate in group work, assignment and presentation

### Teaching methods:

1. Brain storming Lecture
2. Discussion
3. Group work and presentation
4. Peer group assessment

### Course Evaluations:

Students will be evaluated after completion of the course using the following strategies:

Written examination	= 50
Oral Examination	= 20
Formative assessment	= 30

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**Total marks = 100**

### N.B.

- In formative assessment the students will be assigned for an assignment & presentation and three quizzes.
- 8 marks for assignment and presentation.(4+4)
- 6 marks for quizzes. (2+2+2)

### References

Burns, N. & Grove, S.K. (1997). *The practice of nursing research*. (3rd ed.). Philadelphia: W.B.Saunders company.

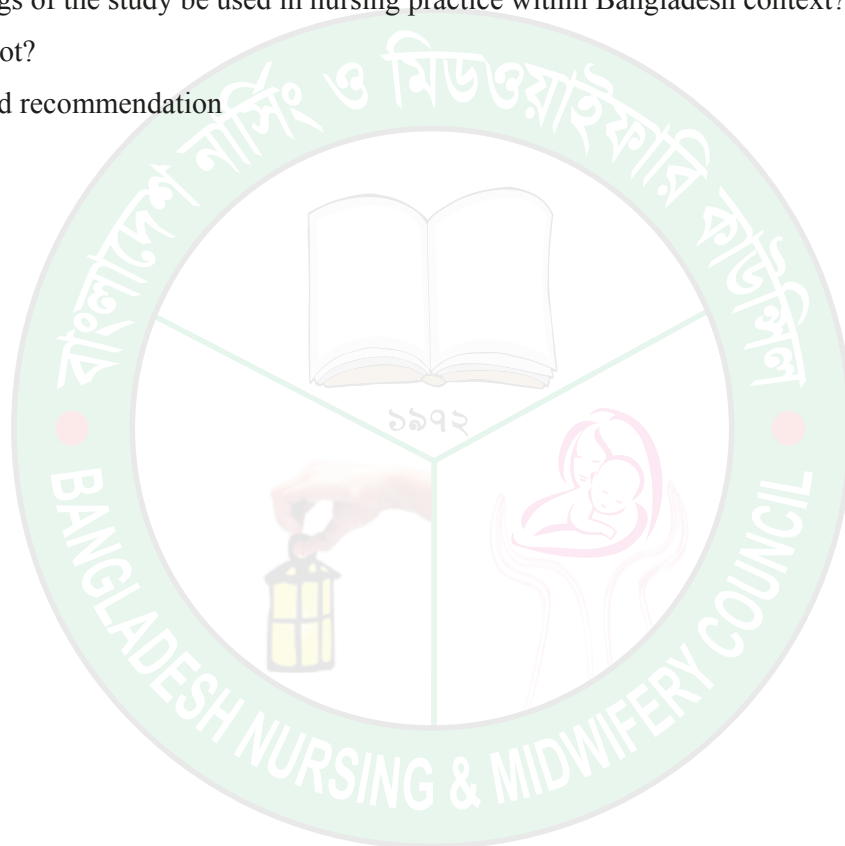
Polit, F. D., Beck, C. T. & Hungler, B. P. (2001). *Essentials of nursing research: Methods, appraisal and utilization* (5th ed.). Philadelphia: Lippincott

## Course Outline:

Number of Hours	Topic	Teaching Methods	Teacher
6 hrs.	Introduction to research Concept on Nursing research Importance of research in nursing Ethical consideration in Nursing research	Brain storming Lecture Discussion	
10 hrs.	Research Terminology Research Process / Steps	Lecture and Discussion Group work and Presentation	
15 hrs.	Types of Research Formulation of Research Problem Statement Purposes/ Objectives of Study	Lecture and Discussion Group work and Presentation Peer assessment	
6 hrs.	Review of literature Definition objectives Sources / Types	Lecture and Discussion	
6 hrs.	Variables Types of Variables Operational Definition of Variables	Lecture Discussion	
12 hrs.	Stating Hypothesis and Research Question of the study  Concept of Conceptual Framework	Lecture Discussion Group Work and Presentation	
20 hrs.	Methodology: Study Design Place of Study Population Sample Sampling Technique; Types Sample size estimation Data Collection Pilot Study Statistics Processing Data Analysis Mean and Median Graphic Presentation(Table, Line bar, Pie chart, Line Graph)	Lecture Discussion	
3 hrs.	Writing of Research Report Method of Dissemination	Lecture Discussion	
2 hrs.	References	Lecture and Discussion	
Appendix	Project Pro-forma for research Proposal		
<b>Final Examination</b>			

*\*Note:* Divide students into small groups, 3-5 students/group. Each group search and retrieve a research article (if resources are limited, a course coordinator prepares research articles for students) to be studied. A written paper is submitted and class presentation (10-15 minutes/group) for example the following information may include:

1. How the research problem was identified and whether it was worth investigating?
2. What were the studied variables? How they were measured?
3. Who were the subjects under the study? How many groups of subjects and how many subjects were included?
4. What are the major research findings?
5. Can the findings of the study be used in nursing practice within Bangladesh context? Why do you think so and why not?
6. Conclusion and recommendation



# Working Group

for

Developing 3yrs. Diploma in Nursing Science and Midwifery Syllabus

## Name List (not in-order to seniority)

1. Shuriya Begum. Registrar, BNMC.....(President)
2. Shirina Akter. Assistant Director, DGNM..... (Member)
3. Monju Rani Sarker. Principal, NI Mitford, Dhaka .....(Member)
4. Dr. Mofizullah. Professor, College of Nursing Mohakhali, Dhaka .....(Member)
5. Hamima Umme Morsheda, Nursing Instructor In-Charge, Noagaon.....(Member)
6. Md. Salahuddin Madber. Nursing Instructor In-Charge, NI-B. Baria.....(Member)
7. Nurjahan Begum. Nursing Instructor, NI Mitford, Dhaka ..... (Member)
8. Dr. Nilima Majid, Principal, Sylhet Women Nursing Institute,..... (Member)
9. Dolly Maria G. National Nsg. Advisor ,HRH Project Dhaka .....(Member)
10. Liuni Lipika Rozario, Asst. professor, GCCN. Dhaka.....(Member)
11. Laila Anjuman. Lecturer, Holy Family Red Crescent Nursing college.(Member)
12. Rashida Akhter. Deputy Registrar, BNMC .....(Member Secretary)

## IT Assistance:

- Md. Murad Shikder, Assistant Programmer, Bangladesh Nursing and Midwifery Council

## Official Assistance:

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- Md. Monjurul Karim, Admin Officer, Bangladesh Nursing and Midwifery Council
- Md. Jubaer Arafat, Steno-to Registrar, Bangladesh Nursing and Midwifery Council