



# বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল

২০৩, শহীদ সৈয়দ নজরুল ইসলাম সরণী, বিজয়নগর, ঢাকা, ফোন: +৮৮ ০২ ২২৩৩৮৪১৫৯, ই-মেইল: info@bnmc.gov.bd, ওয়েবসাইট: www.bnmc.gov.bd

স্মারক নং বিএনএমসি/কারিকুলাম.বিএসএন-৬(১)/২০২৩-৮৫১

তারিখ: ০৮ আগস্ট ২০২৩ খ্রি.

## মতামত প্রদানের জন্য নোটিশ

সর্বসাধারণের অবগতির জন্য জানানো যাচ্ছে যে, বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল কর্তৃক প্রণীত ০৪ বছর মেয়াদি বিএসসি ইন নার্সিং কোর্স কারিকুলাম (রিভিউ খসড়া-২০২৩) দেশ ও বিদেশের সংশ্লিষ্ট সংস্থা ও ব্যক্তিবর্গের নিকট মূল্যবান মতামত চেয়ে ইতোমধ্যে প্রেরণ করা হয়েছে। এমতাবস্থায় খসড়া কারিকুলামের উপর সর্বসাধারণ, বিভিন্ন প্রতিষ্ঠান/সংস্থা, ব্যক্তিবর্গ ও পেশাজীবীসহ সংশ্লিষ্ট সকলকে নিজ স্বাক্ষর, নাম, ঠিকানা, কর্মস্থল ও মোবাইল নম্বরসহ লিখিত মতামত info@bnmc.gov.bd ই-মেইলে প্রেরণ করে কারিকুলামটি অধিকতর গ্রহণযোগ্য করার জন্য অনুরোধ করা যাচ্ছে।

সংযুক্তি: খসড়া কারিকুলাম।



রাশিদা আক্তার

রেজিস্ট্রার (অ: দা:)

বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল।

বিতরণ (আগামী ২ (দুই) সপ্তাহের মধ্যে লিখিত মতামত প্রদানের জন্য অনুরোধ করা যাচ্ছে):

সকল পর্যায়ের প্রতিষ্ঠান/সংস্থা, জনসাধারণ, ব্যক্তিবর্গ ও পেশাজীবী।

সদয় অবগতির জন্য অনুলিপি (জ্যেষ্ঠতার ক্রমানুসারে নয়):

১. প্রেসিডেন্ট, বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল এবং সচিব, স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
২. ভাইস-প্রেসিডেন্ট, বিএনএমসি এবং অতিরিক্ত সচিব (চিপি), স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
৩. মহাপরিচালক, নার্সিং ও মিডওয়াইফারি অধিদপ্তর, মহাখালী, ঢাকা (অধিদপ্তরের ওয়েবসাইটে বিজ্ঞপ্তি প্রকাশের অনুরোধসহ)।
৪. যুগ্মসচিব (নার্সিং শিক্ষা), স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
৫. উপসচিব (নার্সিং শিক্ষা), স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
৬. ডেপুটি-রেজিস্ট্রার, বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল (তথ্য সংগ্রহ ও সমন্বয়ের জন্য)।
৭. সহকারী প্রোগ্রামার, বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল (বিজ্ঞপ্তি কাউন্সিলের ওয়েবসাইটে প্রকাশের জন্য)।
৮. প্রশাসনিক কর্মকর্তা/প্রধান সহকারী/স্টেনো-টু-রেজিস্ট্রার, বিএনএমসি (ডকুমেন্ট সরবরাহ ও নথি সংরক্ষণের নির্দেশসহ)।
৯. জনাব/বেগম . . . . .



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তারিখ: ০৮ আগস্ট ২০২৩ খ্রি.

**বিষয়: ০৪ বছর মেয়াদি বিএসসি ইন নার্সিং কোর্স কারিকুলামের (রিভিউ খসড়া-২০২৩) বিষয়ে মতামত প্রদান প্রসঙ্গে।**

সূত্র: মন্ত্রণালয়ের সভার কার্যবিবরণী, নং-৫৯.০০.০০০০.১০৪.৯৯.০০৬.১৯-৯৪০, তারিখ: ২০/০৭/২০২৩।

মহোদয়,

যথাযথ সম্মান প্রদর্শন পূর্বক উপরোক্ত বিষয় ও সূত্রের প্রেক্ষিতে জানানো যাচ্ছে যে, মাননীয় প্রধানমন্ত্রীর অনুশাসন বাস্তবায়নের কর্মকৌশল নির্ধারণ সংক্রান্ত সভা স্বাস্থ্য শিক্ষা ও পরিবার কল্যাণ মন্ত্রণালয়ের সচিব মহোদয়ের সভাপতিত্বে ১২.০৭.২০২৩ তারিখে অনুষ্ঠিত হয়। উক্ত সভার সিদ্ধান্ত ক্রমিক-৪ অনুযায়ী বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল কর্তৃক প্রণীত ০৪ বছর মেয়াদি বিএসসি ইন নার্সিং কোর্স কারিকুলামের (রিভিউ খসড়া-২০২৩) উপরে দেশ-বিদেশের গুরুত্বপূর্ণ সংস্থা, ব্যক্তিবর্গ ও বিশেষজ্ঞগণের নিকট হতে মূল্যবান মতামত সংগ্রহের নির্দেশনা প্রদান করা হয়। এমতাবস্থায় খসড়া কারিকুলামের (কপি সংযুক্ত) নিম্নবর্ণিত প্রতিষ্ঠানের সংশ্লিষ্ট কর্মকর্তাবৃন্দের সমন্বিত লিখিত মতামত প্রদান করে কারিকুলামটি অধিকতর গ্রহণযোগ্য করার জন্য অনুরোধ করা যাচ্ছে।

  
০৪/০৮/২০২৩

রাশিদা আক্তার

রেজিস্ট্রার (অ: দা:)

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প্রাপক (আগামী ২ (দুই) সপ্তাহের মধ্যে লিখিত মতামত প্রদানের জন্য মহোদয়কে অনুরোধ করা যাচ্ছে):

ক্রমিক	কর্মকর্তার নাম/পদবি	দপ্তর/সংস্থা/প্রতিষ্ঠান	ঠিকানা
<b>মেডিকেল বিশ্ববিদ্যালয়/মেডিকেল বিশ্ববিদ্যালয়</b>			
১	মাননীয় উপাচার্য	বঙ্গবন্ধু শেখ মুজিব মেডিক্যাল বিশ্ববিদ্যালয়	শাহবাগ, ঢাকা
২	মাননীয় উপাচার্য	রাজশাহী মেডিকেল বিশ্ববিদ্যালয়	ঘোড়ামারা, রাজশাহী
৩	মাননীয় উপাচার্য	চট্টগ্রাম মেডিকেল বিশ্ববিদ্যালয়	ফৌজদারহাট, চট্টগ্রাম
৪	মাননীয় উপাচার্য	সিলেট মেডিকেল বিশ্ববিদ্যালয়	চৌহাটা, সিলেট
৫	মাননীয় উপাচার্য	শেখ হাসিনা মেডিকেল বিশ্ববিদ্যালয়	খুলনা
৬	মাননীয় উপাচার্য	বাংলাদেশ ইউনিভার্সিটি অব প্রফেশনালস	মিরপুর, ঢাকা
৭	ডিন	ফ্যাকাল্টি অব মেডিসিন, ঢাকা বিশ্ববিদ্যালয়	ঢাকা
৮	চেয়ারম্যান	ডিপার্টমেন্ট অব নার্সিং এন্ড হেলথ সায়েন্স, যশোর বিজ্ঞান ও প্রযুক্তি বিশ্ববিদ্যালয়	যশোর
<b>অধিদপ্তর ও পরিদপ্তর</b>			
৯	মহাপরিচালক	নার্সিং ও মিডওয়াইফারি অধিদপ্তর	মহাখালী, ঢাকা
১০	মহাপরিচালক	স্বাস্থ্য অধিদপ্তর	টিবি গেইট, মহাখালী, ঢাকা
১১	মহাপরিচালক	স্বাস্থ্য শিক্ষা অধিদপ্তর	মহাখালী, ঢাকা
১২	মহাপরিচালক	পরিবার পরিকল্পনা অধিদপ্তর	কাওরান বাজার, ঢাকা
১৩	মহাপরিচালক	নিপোর্ট	আজিমপুর, ঢাকা
১৪	পরিচালক	সেন্টার ফর মেডিকেল এডুকেশন (সিএমই)	মহাখালী, ঢাকা
১৫	রেজিস্ট্রার	বাংলাদেশ মেডিকেল এন্ড ডেন্টাল কাউন্সিল (বিএমডিসি)	ঢাকা
<b>সরকারি মেডিকেল কলেজ</b>			
১৬	অধ্যক্ষ	ঢাকা মেডিকেল কলেজ	ডিএমসিএইচ, ঢাকা
১৭	অধ্যক্ষ	স্যার সলিমুল্লাহ মেডিকেল কলেজ	মিটফোর্ড, ঢাকা
১৮	অধ্যক্ষ	শহীদ সোহরাওয়ার্দী মেডিকেল কলেজ	শের-ই-বাংলা নগর, ঢাকা
১৯	অধ্যক্ষ	মুগদা মেডিকেল কলেজ	মুগদা, ঢাকা
২০	অধ্যক্ষ	শহীদ তাজউদ্দীন আহমদ মেডিকেল কলেজ	গাজীপুর





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২১	অধ্যক্ষ	ময়মনসিংহ মেডিকেল কলেজ	ময়মনসিংহ
২২	অধ্যক্ষ	চট্টগ্রাম মেডিকেল কলেজ	চট্টগ্রাম
২৩	অধ্যক্ষ	এম এ জি ওসমানী মেডিকেল কলেজ	সিলেট
২৪	অধ্যক্ষ	শের-ই-বাংলা মেডিকেল কলেজ	বরিশাল
২৫	অধ্যক্ষ	খুলনা মেডিকেল কলেজ	খুলনা
২৬	অধ্যক্ষ	রাজশাহী মেডিকেল কলেজ	রাজশাহী
২৭	অধ্যক্ষ	রংপুর মেডিকেল কলেজ	রংপুর
২৮	অধ্যক্ষ	শেখ সায়েরা খাতুন মেডিকেল কলেজ	গোপালগঞ্জ
২৯	অধ্যক্ষ	আর্মড ফোর্সেস মেডিকেল কলেজ	ঢাকা ক্যান্টনমেন্ট, ঢাকা
<b>বেসরকারি মেডিকেল কলেজ</b>			
৩০	অধ্যক্ষ	ইব্রাহিম মেডিকেল কলেজ	সেগুনবাগিচা, ঢাকা
৩১	অধ্যক্ষ	হলি ফ্যামিলি রেডক্লিসেন্ট মেডিকেল কলেজ	স্কার্টন, ঢাকা
৩২	অধ্যক্ষ	জহরুল ইসলাম মেডিকেল কলেজ	ভাগলপুর, বাজিতপুর, কিশোরগঞ্জ
৩৩	অধ্যক্ষ	শহীদ মনসুর আলী মেডিকেল কলেজ	উত্তরা, ঢাকা
৩৪	অধ্যক্ষ	এনাম মেডিকেল কলেজ	সাভার, ঢাকা
৩৫	অধ্যক্ষ	কমিউনিটি মেডিকেল কলেজ	ওয়্যারলেস রেলগেট, মগবাজার, ঢাকা
৩৬	অধ্যক্ষ	কমিউনিটি বেসড মেডিকেল কলেজ	উনারপাড়, ময়মনসিংহ
৩৭	অধ্যক্ষ	টিমএমএসএস মেডিকেল কলেজ	ঠেঞ্জামারা, গোকুল, বগুড়া
৩৮	অধ্যক্ষ	কুমুদিনী ওমেন্স মেডিকেল কলেজ	মির্জাপুর, টাংগাইল
৩৯	অধ্যক্ষ	খাজা ইউনুস আলী মেডিকেল কলেজ	এনায়েতপুর, সিরাজগঞ্জ
৪০	অধ্যক্ষ	জালালাবাদ রাগিব-রাবেয়া মেডিকেল কলেজ	পাঠানটুলা, সিলেট
৪১	অধ্যক্ষ	নর্থ ইস্ট মেডিকেল কলেজ	দক্ষিণ সুরমা, সিলেট
৪২	অধ্যক্ষ	ইস্ট ওয়েস্ট মেডিকেল কলেজ	আইচি নগর, তুরাগ, ঢাকা
৪৩	অধ্যক্ষ	আনোয়ার খান মর্ডান মেডিকেল কলেজ	ধানমন্ডি-৮, ঢাকা
৪৪	অধ্যক্ষ	গ্রীণ লাইফ মেডিকেল কলেজ	গ্রীণ রোড, ঢাকা
৪৫	অধ্যক্ষ	ইউনিভার্সেল মেডিকেল কলেজ	মহাখালী, ঢাকা
<b>সরকারি নার্সিং কলেজ/ইনস্টিটিউট</b>			
৪৬	পরিচালক	জাতীয় নার্সিং উচ্চ শিক্ষা ও গবেষণা প্রতিষ্ঠান (নিয়োনার)	মুগদা, ঢাকা
৪৭	অধ্যক্ষ	ঢাকা নার্সিং কলেজ	ঢাকা
৪৮	অধ্যক্ষ	কলেজ অব নার্সিং শের-ই-বাংলা নগর	ঢাকা
৪৯	অধ্যক্ষ	রাজশাহী নার্সিং কলেজ	রাজশাহী
৫০	অধ্যক্ষ	শহীদ তাজউদ্দীন আহমদ নার্সিং কলেজ	গাজীপুর
৫১	অধ্যক্ষ	ময়মনসিংহ নার্সিং কলেজ	ময়মনসিংহ
৫২	অধ্যক্ষ	সিলেট নার্সিং কলেজ	সিলেট
৫৩	অধ্যক্ষ	চট্টগ্রাম নার্সিং কলেজ	চট্টগ্রাম
৫৪	অধ্যক্ষ	বরিশাল নার্সিং কলেজ	বরিশাল
৫৫	অধ্যক্ষ	খুলনা নার্সিং ও মিডওয়াইফারি কলেজ	খুলনা
৫৬	অধ্যক্ষ	রংপুর নার্সিং কলেজ	রংপুর
৫৭	অধ্যক্ষ	গোপালগঞ্জ নার্সিং ও মিডওয়াইফারি কলেজ	গোপালগঞ্জ
৫৮	অধ্যক্ষ	দিনাজপুর নার্সিং কলেজ	দিনাজপুর
৫৯	অধ্যক্ষ	পাবনা নার্সিং কলেজ	পাবনা
৬০	অধ্যক্ষ/কমান্ড্যান্ট	আর্মড ফোর্সেস নার্সিং কলেজ/মেডিকেল ইনস্টিটিউট	ঢাকা ক্যান্টনমেন্ট, ঢাকা



# বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল

২০৩, শহীদ সৈয়দ নজরুল ইসলাম সরণী, বিজয়নগর, ঢাকা, ফোন: +৮৮ ০২ ২২৩৩৮৪১৫৯, ই-মেইল: info@bnmct.gov.bd, ওয়েবসাইট: www.bnmct.gov.bd

বেসরকারি নার্সিং কলেজ/ইনস্টিটিউট			
৬১	অধ্যক্ষ	বারডেম নার্সিং কলেজ	শাহবাগ, ঢাকা
৬২	অধ্যক্ষ	হলিফ্যামিলি রেডক্রিসেন্ট নার্সিং কলেজ	স্কার্টন, ঢাকা
৬৩	অধ্যক্ষ	গ্রামীণ কলেডোনিয়ান কলেজ অব নার্সিং	দিয়াবাড়া, উত্তরা, ঢাকা
৬৪	অধ্যক্ষ	ঢাকা সেন্ট্রাল ইন্টারন্যাশনাল নার্সিং কলেজ	শ্যামলী, ঢাকা
৬৫	অধ্যক্ষ	এনাম নার্সিং কলেজ	সাভার, ঢাকা
৬৬	অধ্যক্ষ	প্রিন্স নার্সিং কলেজ	সাভার, ঢাকা
৬৭	অধ্যক্ষ	কুমুদিনী নার্সিং কলেজ	মির্জাপুর, টাংগাইল
৬৮	অধ্যক্ষ	ইস্ট ওয়েস্ট নার্সিং কলেজ	আইচি নগর, তুরাগ, ঢাকা
৬৯	অধ্যক্ষ	গ্রীণ লাইফ নার্সিং কলেজ	গ্রীণ রোড, ঢাকা
৭০	অধ্যক্ষ	ইউনিভার্সেল নার্সিং কলেজ	মহাখালী, ঢাকা
৭১	অধ্যক্ষ	কলেজ অব নার্সিং অ্যান্ড হেলথ সায়েন্স	মানিকনগর, ঢাকা
৭২	অধ্যক্ষ	কমিউনিটি বেসড নার্সিং কলেজ	উইনারপাড়, ময়মনসিংহ
৭৩	অধ্যক্ষ	রংপুর প্রাইম নার্সিং কলেজ	রংপুর
৭৪	অধ্যক্ষ	রংপুর কমিউনিটি নার্সিং কলেজ	রংপুর
৭৫	অধ্যক্ষ	দিনাজপুর কেয়ার নার্সিং কলেজ	উপশহর, দিনাজপুর
৭৬	অধ্যক্ষ	ইসলামী ব্যাংক নার্সিং কলেজ	উপশহর, রাজশাহী
৭৭	অধ্যক্ষ	টিমএমএসএস নার্সিং কলেজ	ঠেঞ্জামারা, গোকুল, বগুড়া
৭৮	অধ্যক্ষ	খাজা ইউনুস আলী নার্সিং কলেজ	এনায়েতপুর, সিরাজগঞ্জ
৭৯	অধ্যক্ষ	বেগম রাবেয়া খাতুন চৌধুরী নার্সিং কলেজ	পাঠানটুলা, সিলেট
৮০	অধ্যক্ষ	নর্থ ইস্ট নার্সিং কলেজ	দক্ষিণ সুরমা, সিলেট
৮১	অধ্যক্ষ	আনোয়ারা নুর নার্সিং কলেজ	চট্টগ্রাম
৮২	অধ্যক্ষ	সিআইএমসিএইচ নার্সিং কলেজ	চট্টগ্রাম
৮৩	অধ্যক্ষ	হলি নার্সিং কলেজ	চট্টগ্রাম
৮৪	অধ্যক্ষ	নার্সিং মেমোরিয়াল নার্সিং কলেজ	বাগেরহাট
পেশাজীবী সংগঠন			
৮৫	সভাপতি	বাংলাদেশ মেডিক্যাল এসোসিয়েশন (বিএমএ)	তোপখানা রোড, ঢাকা
৮৬	সভাপতি	বাংলাদেশ নার্সেস এসোসিয়েশন (বিএনএ)	রেজিস্টার্ড ঠিকানাঃ ঢাকা নার্সিং কলেজ, ঢাকা
৮৭	সভাপতি	বাংলাদেশ মিডওয়াইফারি সোসাইটি (বিএমএস)	রেজিস্টার্ড ঠিকানাঃ ঢাকা নার্সিং কলেজ, ঢাকা
গুরুত্বপূর্ণ ব্যক্তিবর্গ			
৮৮	ড. নীলিমা মজিদ	প্রাক্তন অধ্যক্ষ, সিলেট ওয়েস্ট নার্সিং কলেজ	সিলেট

সদয় অবগতির জন্য অনুলিপি (জ্যেষ্ঠতার ক্রমানুসারে নয়):

১. প্রেসিডেন্ট, বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল এবং সচিব, স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
২. ভাইস-প্রেসিডেন্ট, বিএনএমসি এবং অতিরিক্ত সচিব (চিপি), স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
৩. মহাপরিচালক, নার্সিং ও মিডওয়াইফারি অধিদপ্তর/স্বাস্থ্য শিক্ষা অধিদপ্তর, মহাখালী, ঢাকা।
৪. যুগ্মসচিব (নার্সিং শিক্ষা), স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
৫. উপসচিব (নার্সিং শিক্ষা), স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
৬. ডেপুটি-রেজিস্ট্রার, বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল (সংশ্লিষ্ট কর্মকর্তাগণের সাথে সমন্বয়ের জন্য)।
৭. সহকারী প্রোগ্রামার/প্রশাসনিক কর্মকর্তা/প্রধান সহকারী, বিএনএমসি (ডকুমেন্ট সরবরাহ ও নথি সংরক্ষণের নির্দেশসহ)।
৮. জনাব/বেগম . . . . .



# বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল

২০৩, শহীদ সৈয়দ নজরুল ইসলাম সরণী, বিজয়নগর, ঢাকা, ফোন: +৮৮ ০২ ২২৩৩৮৪১৫৯, ই-মেইল: info@bnmc.gov.bd, ওয়েবসাইট: www.bnmc.gov.bd

স্মারক নং বিএনএমসি/কারিকুলাম.বিএসএন-৬(১)/২০২৩- ৬৪৭

তারিখ: ০৮ আগস্ট ২০২৩ খ্রি.

প্রাপকঃ প্রেসিডেন্ট  
বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল এবং  
সচিব  
স্বাস্থ্য শিক্ষা ও পরিবার কল্যাণ বিভাগ  
স্বাস্থ্য ও পরিবার কল্যাণ মন্ত্রণালয়  
বাংলাদেশ সচিবালয়, ঢাকা।

দৃ: আ: উপসচিব (নার্সিং শিক্ষা), স্বাস্থ্য শিক্ষা ও পরিবার কল্যাণ বিভাগ।

**বিষয়ঃ বিএসসি ইন নার্সিং কোর্স কারিকুলাম (রিভিউ খসড়া-২০২৩) বিভিন্ন দেশের হাইকমিশনে (অ্যাঞ্জেসী) ও সংস্থাসমূহে প্রেরণ পূর্বক মূল্যবান মতামত সংগ্রহ প্রসঙ্গে।**


সূত্র: মন্ত্রণালয়ের সভার কার্যবিবরণী, নং-৫৯.০০.০০০০.১০৪.৯৯.০০৬.১৯-৯৪০, তারিখ: ২০/০৭/২০২৩।

মহোদয়,

যথাযথ সম্মান প্রদর্শন পূর্বক উপরোক্ত বিষয় ও সূত্রের প্রেক্ষিতে সর্বসাধারণের অবগতির জন্য জানানো যাচ্ছে যে, মাননীয় প্রধানমন্ত্রীর অনুশাসন বাস্তবায়নের কর্মকৌশল নির্ধারণ সংক্রান্ত স্বাস্থ্য শিক্ষা ও পরিবার কল্যাণ মন্ত্রণালয়ের সচিব মহোদয়ের সভাপতিত্বে একটি সভা গত ১২.০৭.২০২৩ খ্রি. অনুষ্ঠিত হয়। উক্ত সভার সিদ্ধান্ত ক্রমিক-৪ অনুযায়ী বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল কর্তৃক প্রণীত ০৪ বছর মেয়াদি বিএসসি ইন নার্সিং কোর্স কারিকুলাম (রিভিউ খসড়া-২০২৩) এর উপরে বিভিন্ন দেশের হাইকমিশনে (অ্যাঞ্জেসী) এবং আন্তর্জাতিক সংস্থার দপ্তরে প্রেরণের সদয় পদক্ষেপ গ্রহণের জন্য বিশেষভাবে অনুরোধ করা যাচ্ছে।

সংযুক্তি:

খসড়া কারিকুলাম (রিভিউ-২০২৩)-০১ সেট।

  
০৪.০৪.২০২৩

রাশিদা আক্তার .

রেজিস্ট্রার (অ: দা:)

বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল।

সদয় অবগতির জন্য অনুলিপি (জ্যেষ্ঠতার ক্রমানুসারে নয়):

১. ভাইস-প্রেসিডেন্ট, বিএনএমসি এবং অতিরিক্ত সচিব (চিপি), স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
২. মহাপরিচালক, নার্সিং ও মিডওয়াইফারি অধিদপ্তর, মহাখালী, ঢাকা (অধিদপ্তরের ওয়েবসাইটে বিজ্ঞপ্তি প্রকাশের অনুরোধসহ)।
৩. যুগ্মসচিব (নার্সিং শিক্ষা), স্বাস্থ্য শিক্ষা পরিবার কল্যাণ বিভাগ।
৪. ডেপুটি-রেজিস্ট্রার, বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল (তথ্য সংগ্রহ ও সমন্বয়ের জন্য)।
৫. সহকারী প্রোগ্রামার, বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল (এ সংক্রান্ত পত্র, ইমেইল ও নোটিশ প্রকাশের জন্য)।
৬. প্রশাসনিক কর্মকর্তা/প্রধান সহকারী/স্টেনো-টু-রেজিস্ট্রার, বিএনএমসি (ডকুমেন্ট সরবরাহ ও নথি সংরক্ষণের নির্দেশসহ)।
৭. জনাব/বেগম .....

Updated: 18 July 2023

# Revised Curriculum and Syllabus for Bachelor of Science in Nursing 2023



## Bangladesh Nursing and Midwifery Council

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S. Khatun

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Several handwritten signatures and initials are present on the page. At the top left, there are several scribbles and the word "Tashmal" written vertically. In the center, there is a large, stylized signature that appears to be "Godd". To the right of this, there is another signature with the name "S. Khatun" written below it. Below these, there are more signatures, including one that looks like "S. Khatun" again, and another that is less legible. At the bottom, there is a single, simple signature.

# Bachelor of Science in Nursing Program

## Curriculum for Bachelor of Science in Nursing 2023

### Vision:

Providing quality educational outcomes exemplified by undergraduate nursing program to develop competent professionals who will be recognized for excellence, leadership, holistic, client-centered, and compassionate care in an evolving healthcare environment.

### Mission:

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

### Philosophy:

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

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

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

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

**Nursing** assists clients (individuals, families and communities-aggregates of people within communities) to attain physical, mental, social and spiritual wellbeing. Nursing involves a dynamic interaction between client and nurse aimed to promote, maintain, and restore optimal

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health in collaboration with other health team members. It also encourages involvement of clients and significant others in the care for self-reliance and in modifying their health behaviors. Nurses use nursing process in determining clients' needs or problems in responses to actual or potential health problems, planning for nursing interventions, intervening, and evaluating responses. Nurses deliver community-oriented nursing care, taking into account clients' community context. Critical thinking is the basis for nurses to apply nursing knowledge and to follow ethical and legal framework in their practice.

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

**Nursing education** is a dynamic, continuous learning process of acquiring nursing and midwifery knowledge and skills that bring about changes of student behaviors. Nursing education acquires active and life-long learning and new learning builds on previous knowledge and experience. Learning in nursing education is best achieved when student is motivated and ready to learn, where student's dignity is respected; teaching strategies and learning experiences are carefully selected to facilitate critical thinking; and professional or clinical role modeling is offered.

### **Goal:**

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

### **Objectives:**

The objectives of Bachelor of Science in Nursing (BSN) course are to develop registered nurse-midwife who will be able to:

#### **1. Demonstrate to have knowledge in:**

- 1.1. Basic sciences, applied sciences, and human sciences;
- 1.2. Nursing science focusing on nursing process, holistic nursing, community-oriented nursing, and in-depth knowledge requiring for making clinical nursing judgment in common, simple, and complex health problems/situations of nursing clients across the life-span and across health-illness continuum;
- 1.3. Nursing leadership and management;
- 1.4. National health care policy;
- 1.5. Emerging local and global health issues;

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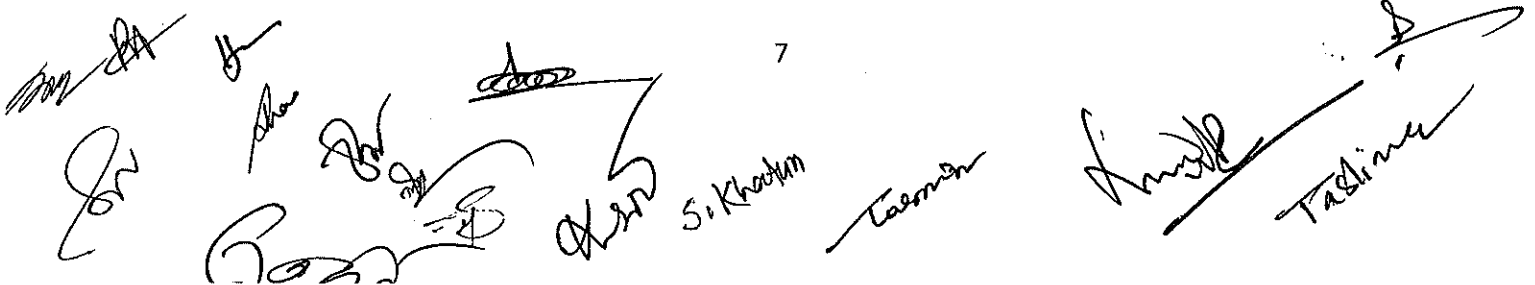
- 1.6. Research and evidence-based nursing; and
- 1.7. Self-inquiry, computer, and information technology
2. **Demonstrate to have skills in:**
  - 2.1 Using nursing process with in-depth knowledge-based clinical skills and critical thinking skills in caring for clients with common, simple, and complex health problems/situations across the life-span and across health-illness continuum in order to promote, maintain, and restore health;
  - 2.2 Providing client-centered and holistic care with caring behaviors;
  - 2.3 Carrying out knowledge-based and community-oriented nursing practice with positive attitudes, ethical behaviors and accountability in accordance with the BNMC rules and regulations and professional standards;
  - 2.4 Communicating effectively with nursing clients, nursing members, physicians, and other health care providers;
  - 2.5 Working collaboratively in a health care team and as a member or a novice leader of the nursing care team;
  - 2.6 Leading and managing as a novice in-charge nurse;
  - 2.7 Guiding and fostering good clinical environment to nursing students and other support staff who work under nursing supervision;
  - 2.8 Thinking critically and committing to self-directed learning;
  - 2.9 Carrying out simple nursing research project;
  - 2.10 Carrying out evidence-based nursing practice using self-inquiry skills, computer and information technology skills
3. Appreciate oneself as a nurse-midwife, and have positive attitudes towards clients, society and professional nursing and self-directed lifelong learning.

### **Expected Outcomes/Competencies:**

The B Sc in Nursing program is designed to offer a sequence of learning experiences, from simple to complex. The curriculum framework incorporates Nursing Core Competencies. Essential competencies required for quality nursing care is integrated throughout the curriculum. These include competencies in caring people in all types of healthcare facilities at home and abroad with high standard of knowledge, skills, abilities, and attitudes. The core competencies of B Sc in Nursing Graduates are:




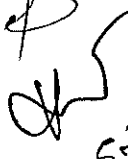
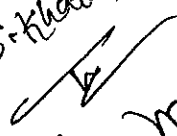



1. **Patient centered care:** Provide holistic care recognizing individual patient 's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
3. **Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership.
4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.

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5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
10. **Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient 's preferences, experience and values to make practical decisions (Adopted from Massachusetts Department of Higher Education Nursing Initiative, 2016).

*Tasliman*  *AA* *B* *Shams*    *S. Khan*    

## Basic Information about Bachelor of Science in Nursing (BSN) Course

1. **Name of the Course:** Bachelor of Science in Nursing (BSN)

2. **Medium of Instruction:** English

3. **Duration of the Program**

A period of four (4) years of education is compulsory for B Sc in Nursing Program. Total hours are 5892 in four years course. Academic year will start from January in each year. After completion of the program every student has to perform 06 (six) months internship in an appropriate clinical areas/ hospital according to logbook. On the successful completion of the course, the student is required to take the BNMC Comprehensive Examination for Licensing as a Registered Nurse.

4. **Basic Qualifications & Prerequisite for Entrance in BSN Course:**

a. The applicants must have passed both SSC & HSC Examinations with Science group with Biology.

b. Candidate has to secure required grade point in the SSC and HSC examinations according to decision by the proper competent authority.

c. The candidates should apply within 2 (two) years after passing HSC Examination.

5. **Students' Selection Procedure for BSN Course:**

a. Admission test will be conducted as per Act. of BNMC-2016 according to admission policy.

b. Students will be selected on merit basis. Merit score will be determined from cumulative result of GPA in SSC, HSC & admission test which will be decided by admission committee.

c. Successful candidates must submit their medical fitness certificate before admission.

6. **Student Registration:**

After admission student should complete their B Sc in Nursing student registration as per BNMC Act (Act No. 48 of 2016) Clause-5 (TA) and rules, regulations of concerned university. The validity of the student registration will be of 8 (Eight) years.

7. **Curriculum Design:**

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

Courses	Name of Subjects	Number of Subject
General Course	1. Communicative English 2. Nursing Informatics 3. Behavioral science 4. Advanced Communicative English	4

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Courses	Name of Subjects	Number of Subject
<b>Foundation Course</b>	1. Anatomy 2. Physiology 3. Microbiology and Parasitology 4. Pharmacology 5. Nutrition and Dietetics	5
<b>Professional Course</b>	1. Fundamentals of Nursing –I 2. Fundamentals of Nursing –II 3. Pediatric Nursing 4. Medical and Surgical Nursing-I 5. Medical and Surgical Nursing-II 6. Gerontological Nursing 7. Traumatology and Orthopedic Nursing 8. Community Health Nursing and Epidemiology 9. Psychiatric and Mental Health Nursing 10. Emergency and Critical Care Nursing 11. Forensic Nursing, Laws and Ethics 12. Midwifery 13. Obstetrical and Gynaecological Nursing 14. Nursing Management 15. Nursing Education 16. Research and Biostatistics	16
<b>Total Number of Subjects</b>		<b>25</b>

### 8. Curriculum Structure:

The B. Sc in Nursing program will be of four years duration for professional competency development. Each academic year consists of 52 weeks. Out of 52 weeks, 44 weeks will be reserved for theory, laboratory classes, clinical practice, field visit, revision class, term exam and final exams. Remaining 8 (eight) weeks will be used for students' preparation, exam break and leave. This break may also allow time for students who fail a course to take re-exam, or to do additional study like assignment & practice to improve their academic performance in order to fulfill the requirement of the course.

Each week consists of 6 working days and 6 hours a day for theory & lab. So, for theory and lab session a week consists of 36 hours. Each week consists of 6 working days and 8 hours a day for clinical practice and a week consists of 48 hours.

Each year is divided into two terms of 26-week of duration, which assist to implement the curriculum in gradual and uniformed manner. Term examination will be held in 22<sup>nd</sup>-week & 23<sup>rd</sup>-week for assisting students to identify their progress & marks will be added in final examination with written as formative assessment. However, the individual institutions may conduct the term examination according to the convenient time of the institution within 26 weeks of the year.

9. Name of Subject, Duration, and Examination According to Year:

Year	Name of Subjects	Duration	Examination
1 <sup>st</sup> year	1. Communicative English 2. Nursing Informatics 3. Behavioral Science 4. Anatomy 5. Physiology 6. Microbiology and Parasitology 7. Fundamentals of Nursing –I	1 year (52wks)	1 <sup>st</sup> Year Final Examination
2 <sup>nd</sup> year	1. Fundamentals of Nursing –II 2. Pediatric Nursing 3. Medical & Surgical Nursing-I 4. Pharmacology 5. Traumatology and Orthopedic Nursing 6. Nutrition and Dietetics 7. Forensic Nursing, Laws and Ethics	1 year (52wks)	2 <sup>nd</sup> Year Final Examination
3 <sup>rd</sup> year	1. Gerontological Nursing 2. Psychiatry and Mental Health Nursing 3. Emergency and Critical Care Nursing 4. Medical and Surgical Nursing - II 5. Community Health Nursing and Epidemiology	1 year (52wks)	3 <sup>rd</sup> Year Final Examination
4 <sup>th</sup> year	1. Midwifery 2. Obstetrical and Gynaecological Nursing 3. Nursing Management 4. Nursing Education 5. Research and Biostatistics 6. Advanced Communicative English	1 year (52wks)	4 <sup>th</sup> Year Final Examination

10. Credit System:

Credit	Hours
One Theory Credit	16 Lecture hours
One Lab Credit	16 lecture hours x 3 = 48 hours
One Practicum Credit	16 lecture hour x 6 = 96 hours

S. Khatun  
 Taslim  
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**11. Number of Hours and Credit in Four Years: 5928 hours and 163.5 credits.**

Hours and Credit	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	Total hours	Credit
Theory	624	432	396	360	1812	113.25
Lab	348	108	108	144	708	14.75
Practicum	384	960	1008	1056	3408	35.5
<b>Grand Total Hours</b>	1356	1500	1512	1560	<b>5928</b>	
<b>Credit</b>	51.25	39.25	37.5	36.5		<b>163.5</b>

**12. Working Hour Per Day:**

Theory & Lab	1 day x 6 hours = 6 hours
Practicum	1 day x 8 hours = 8 hours (Morning: 8am – 2pm; evening: 2pm – 8pm; night: 8pm -8am)

**13. Year Wise Weeks, Days, Hours and Credit Distribution for Theory, Lab, and Practicum:**

1 <sup>st</sup> Year				
	Weeks	Days	Hours	Credits
Theory	17.33	104	624	39
Lab	9.66	57.96	347.76	7.25
Clinical Practicum and Field Visit (FV)	08	48	384	4.0
<b>Total</b>	<b>35</b>	<b>210</b>	<b>1356</b>	<b>50.25</b>

2 <sup>nd</sup> Year				
	Weeks	Days	Hours	Credits
Theory	12	72	432	27
Lab	3	18	108	2.25
Clinical Practicum and FV	20	120	960	10
<b>Total</b>	<b>35</b>	<b>210</b>	<b>1500</b>	<b>39.25</b>

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3 <sup>rd</sup> Year				
	Weeks	Days	Hours	Credits
Theory	11	66	396	24.75
Lab	6	18	108	2.25
Clinical Practicum and FV	19	126	1008	10.5
<b>Total</b>	<b>35</b>	<b>210</b>	<b>1512</b>	<b>37.5</b>

4 <sup>th</sup> Year				
	Weeks	Days	Hours	Credits
Theory	10	60	360	22.5
Lab	4	24	144	3
Clinical Practicum (CP), Teaching Practice (TP), and Research work (RW)	22	132	1056	11
<b>Total</b>	<b>36</b>	<b>216</b>	<b>1560</b>	<b>36.5</b>

#### 14. Year Wise Credit and Hour Distribution for Subjects:

##### 1<sup>st</sup> Year

Sl. No.	Subject	Theory		Lab		Practice		Total Credits	Total Hours
		Cr	hrs	Cr	hrs	Cr	hrs		
1	Communicative English	2.5	40	1	48	0	0	3.5	88
2	Nursing Informatics	3	48	1	48	0	0	4	96
3	Behavioral Science	5	80	0	0	0.5	48	5.5	128
4	Anatomy	6	96	1	48	0	0	7	144
5	Physiology	6	96	1	48	0	0	7	144
6	Microbiology and Parasitology	5	80	0.5	24	0	0	5.5	104
7	Fundamentals of Nursing – I	11.5	184	2.75	132	3.5	336	17.75	652
<b>Grand Total</b>		<b>39</b>	<b>624</b>	<b>7.25</b>	<b>348</b>	<b>4</b>	<b>384</b>	<b>50.25</b>	<b>1356</b>

**2<sup>nd</sup> Year**

Sl. No.	Subject	Theory		Lab		Practice		Total Credits	Total Hours
		Cr	hrs	Cr	hrs	Cr	hrs		
1	Fundamentals of Nursing - II	6	96	.75	36	2	192	8.75	324
2	Pediatric Nursing	4	64	.25	12	2	192	6.25	268
3	Medical & Surgical Nursing - I	5	80	.5	24	3	288	8.5	392
4	Pharmacology	2.5	40	.25	12	0	0	2.75	52
5	Traumatology & Orthopedic Nursing	5	80	.25	12	2	192	7.25	284
6	Nutrition and Dietetics	2.5	40	.25	12	.5	48	3.25	100
7	Forensic Nursing, Laws and Ethics	2	32	0	0	.5	48	2.5	80
<b>Grand Total</b>		<b>27</b>	<b>432</b>	<b>2.25</b>	<b>108</b>	<b>10</b>	<b>960</b>	<b>39.25</b>	<b>1500</b>

**3<sup>rd</sup> Year**

SL. No.	Subject	Theory		Lab		Practice		Total Credits	Total Hours
		Cr	hrs	Cr	hrs	Cr	hrs		
1	Gerontological Nursing	3	48	0	0	1	96	4	144
2	Psychiatry and Mental Health Nursing	4	64	0	0	2	192	6	256
3	Emergency & Critical Care Nursing	4	64	1	48	2.5	240	7.5	352
4	Medical & Surgical Nursing-II	6.75	108	1.25	60	3	288	11	456
5	Community Health Nursing and Epidemiology	7	112	0	0	2	192	9	304
<b>Grand Total</b>		<b>24.75</b>	<b>396</b>	<b>2.25</b>	<b>108</b>	<b>10.5</b>	<b>1008</b>	<b>37.5</b>	<b>1512</b>

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

SL. No.	Subject	Theory		Lab		Practice		Total Credits	Total Hours
		Cr	hrs	Cr	hrs	Cr	hrs		
1	Midwifery	5.5	88	1	48	3.5	336	10	472
2	Obstetrical and Gynaecological Nursing	4	64	.5	24	3.5	336	8	424
3	Nursing Management	3	48	0	0	1.5	144	4.5	192
4	Nursing Education	3.5	56	.25	12	1.5	144	5.25	212
5	Research and Biostatistics	3.5	56	.25	12	1	96	4.75	164
6	Advanced Communicative English	3	48	1	48	0	0	4	96
<b>Grand Total</b>		<b>22.5</b>	<b>360</b>	<b>3</b>	<b>144</b>	<b>11</b>	<b>1056</b>	<b>36.5</b>	<b>1560</b>

### 15. Allocation of academic time for four-year period

	Weeks	Days	Hours
Year Final Examination 4 years	16	402	
Study leaves 4 years	2 x 4 = 8		
Break/ Leave	23		
Term Exam	8 wks		
Review	3 wk x 4 = 12 wks		
<b>Total</b>	<b>67 weeks</b>	<b>402 Days</b>	<b>2412 hrs</b>

### 16. Teaching and Learning Methods

- **Teaching System**

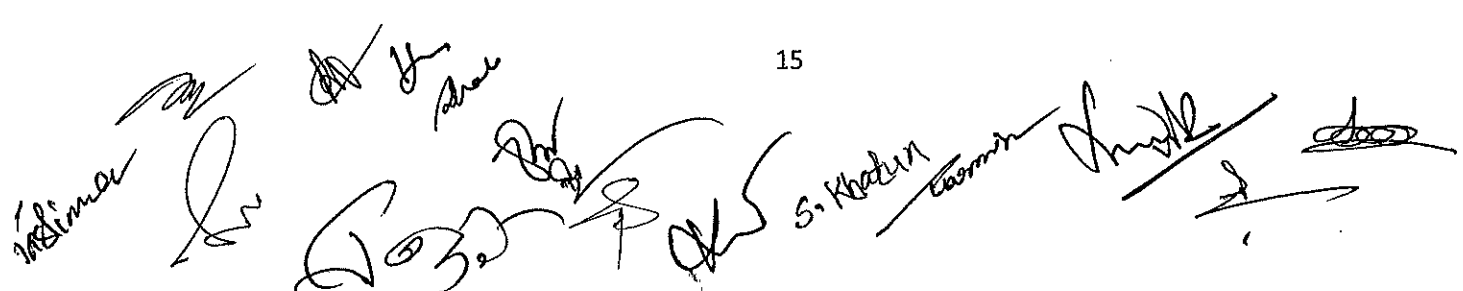
Colleges may have their own preference for conducting the teaching sessions. Teaching (theory and practice) sessions may be arranged either in block or study day system.

The external specialists (guest lecturers) may be used for teaching of some part of courses for the benefit of students. There should be a provision for student counseling & tutorial classes to resolve the academic and personal problems related to study

- **Students' practical placement**

Rotation plan for clinical and field practice of the students will be initially planned by the concerned teacher, which will be finalized through a discussion with hospital nursing authority/director. Effective communication and coordination between college and hospital personnel is essential in this regard.

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



- a. Interactive teaching-learning methods with various teaching aids, such as -
  - Lecture
  - Demonstration
  - Discussion
  - Role-play
  - Case study
  - Simulation
  - Group work
- b. Practical session
  - Use of checklist manual for practical
  - Writing the practical note book
- c. Clinical teaching:
  - In ward, OPD, ED, ambulatory care teaching, OT, POW, ICU, etc. by concerned persons
- d. Field Placement (Community based education):
  - In small groups for performing activities by the student themselves

### 17. Teaching Materials/AV Aids

- a. Laptop
- b. Multimedia Projector
- c. White board & Marker
- d. Related equipment/instruments etc.

### 18. Eligibility for Appearing in The Final Examination

- a. Certificate from the respective college/institute regarding students obtaining at least  $\geq 80\%$  attendance in all classes and at least  $\geq 85\%$  attendance in practical during the year.
- b. Obtaining at least 60% marks in written and practical formative assessment.
- c. No student shall be allowed to appear in the final examinations unless the student passes in all the subjects of the term examinations.

### 19. Methods of Assessment

Methods of assessment are both formative and summative.

#### 1) Formative Assessment

- a. In the theoretical part, formative assessment will be done throughout the program, which includes a combination of class attendance, term examinations (term examinations will be held as per institutional convenient time). Out of 100 marks a student must obtain 60% in written/oral/practical examinations. However, in the term examination students must obtain 3 out of 4 marks. In the area of in course assignment a range of strategies will be performed such as written assignment, preparation of posters, booklets, laboratory reports, practical notebook, case study,

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S. Khatun

nursing care plan, study report, oral presentation, report writing etc. If a student fails to obtain the pass mark, he/ she has to perform the activities again.

- b. In the practical part formative assessment includes attendance (clinical/field) and evaluation of clinical performance. Evaluation of clinical/field performance will be done through observation, check list, nursing care plan, case presentation, report writing, practical notebook, health education session, teaching session and maintaining diary for reflective learning.

## 2) Summative Assessment

Summative assessment will be done at the end of the course which includes written, oral and practical examination.

- 3) Major emphasis will be given in the acquisition of clinical skills of professional courses.

## 20. Examination System

- 1) Regular final examination will be held twice in each academic year in December and June under the concerned university. Each examination will be considered as regular.
- 2) Each academic year is divided into two terms of 26-week of duration. A term examination will also be conducted internally in each academic year by the individual institution/college;
- 3) A student must appear in each year final examination. In order to pass each year of the overall course, a student must achieve a pass grade in all subjects in that year. In order to pass a subject, a student must pass in each individual assessment area of that specific subject.
- 4) Assessment area includes written and/or oral and/or practical/clinical of that specific subject;
- 5) Student who fails (obtains less than 60%) in any part of the subject(s), she/he will appear in the next exam.
- 6) If a student fails in the first-year exam, she/he will get maximum four chances for passing the examination of that year. She/he may attend 2nd year classes but will not be allowed to appear in the 2nd year final exam until she/he passes all subjects of 1st year. The same rule is applicable for 2nd, 3rd and 4th year.
- 7) Ideally four years will be required for the completion of Bachelor of Science in nursing program. If students fail in any year, they will get maximum 3 (three) chances to pass the examination. For 4th times appearing, the candidate will be required special permission from the Dean, Faculty of Medicine/Nursing provided the candidate would have to drop one-year final examination. In case of failure in the 5<sup>th</sup> time, she/he might take permission from the Vice Chancellor for appearing the next examination. However, it should be happened once in the 4 years academic course.
- 8) All assessment will be conducted according to set criteria. If any question arises, the examination committee will resolve that.
- 9) Examination committee to be formed before each year final exam to conduct examination;

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- 10) If a student fails to meet the clinical practice requirements of the course for any genuine reason (sick, emergency leave etc.), she/he has to make up her/his clinical practice requirements in extra time with submission of necessary documents/certificates.
- 11) All examinations will be governed by the existing rules of the university.
- 12) Year final examination will be taken at the end of each academic year and re-examinee candidate will appear in the next exam.

## 21. Pass Mark:

Pass mark is 60%. Student must be obtained as pass mark in each subject in written, oral, practical and clinical examination separately.

## 22. Pattern of Questions and Mark Distribution

- 1) **Formative assessment:** Written formative is 10 marks and practical formative is 10 marks.
  - a. **Written formative:** 10 marks of formative assessment will be divided as follows:
    - Class attendance = 2 ( $\geq 80\%$ )
    - Term examinations = 4 (60%-69% = 2, 70%-79% = 3,  $\geq 80\%$  = 4)
    - In-course assignment = 4
    - Total marks = 10

\*The eligible criteria for appearing final exam is 6 out of 10.
  - b. **Practical formative:** 10 marks of formative (practical) assessment will be divided as follows:
    - Practical attendance = 2 ( $\geq 85\%$ )
    - Field visit/clinical assignment report = 4
    - Case studies & presentation = 4
    - Total marks = 10

\*The eligible criteria for appearing final exam is 6 out of 10.
- 2) **Objective Type Questions:** It will cover 10 Multiple True False type and 10 Single Best Answer (SBA), 20 marks is allocated for Multiple True False type and Single Best Answer (SBA), when total marks of written exam are of 60 or 90. The rest marks of the written examination are allocated for SAQ and SEQ.
- 3) In case of Multiple True False type, the ratio of True and False in alternatives will be 3:2 or 2:3.
- 4) MCQ and Single Best Answer examination will be taken within the first 20 minutes of the written examination.
- 5) If there is fraction mark 0.5 or over will be considered as 1. If the mark is below 0.5, it will not be counted.
- 6) In case of 90 marks of written examination, the distribution will be as follows:
  - a. **Written: Short Answer Question (SAQ) and Structured Essay Question (SEQ)**  
Each group will have 4 SAQ and 3 SEQ. Student will answer 3 SAQ out of 4 and 2 SEQ out of 3. Student will use separate answer script for each group.

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- Group A = SAQ+SEQ = (3×5 = 15) + (2× 10 = 20) =35 marks  
 Group B = SAQ+SEQ = (3×5 = 15) + (2× 10 = 20) =35 marks
- b. 10 Multiple True False type and 10 Single Best Answer (SBA)= 20 marks
- 7) In case of 60 marks of written examination, the distribution will be as follows:
- a. Written: Short Answer Question (SAQ) and Structured Essay Question (SEQ)  
 Each group will have 3 SAQ and 2 SEQ. Student will answer 2 SAQ out of 3 and 1 SEQ out of 2. Student will use separate answer script for each group.  
 Group A=SAQ+SEQ = (2×5=10) + (1×10=10) = 20 marks  
 Group B=SAQ+SEQ = (2×5=10) + (1×10=10) = 20 marks
- b. 10 Multiple True False type and 10 Single Best Answer (SBA)= 20 marks
- 8) Duration of Examination hours: Examination hours will be distributed as follows:
- i) For 100 marks:  
 MCQ = 20 minutes  
 SAQ + SEQ = 2 hours 40 minutes
- ii) For 60 marks:  
 MCQ = 20 minutes  
 SAQ + SEQ = 2 hours 10 minutes
- 9) Marks of Practical examination in each subject will be as follows:
- a. 10 marks are allocated for practical formative assessment. This includes attendance (clinical/field) and evaluation of clinical/field performance. Clinical/field performance may be evaluated through care plan, case studies & presentation, individual report, debate, oral presentation and teaching session.
- b. If a student fails to meet the clinical & field practice requirements of the course for any genuine reason (sick, emergency leave etc.), she/he has to make up her/his clinical practice requirements in extra time with submission of necessary documents/medical certificate.
- 10) The Structured Oral Examination (SOE) and/or Practical examination will be taken after final written examination.
- 11) In case of 25 marks of SOE, the distribution will be as follows:
- 10 questions will be picked up from 5 boxes. Each question will carry 2.5 marks. Therefore, SOE: 10×2.5 = 25 marks
- 12) In case of 30 marks of SOE, the distribution will be as follows:
- 10 questions will be picked up from 5 boxes. Each question will carry 3 marks. Therefore, SOE: 10×3 = 30 marks
- 13) In case of 40 marks of SOE, the distribution will be as follows:
- 10 questions will be picked up from 5 boxes. Each question will carry 4 marks. Therefore, SOE: 10×4 = 40 marks
- 14) In case of 45 marks of SOE, the distribution will be as follows:
- 8 questions will be picked up from 4 boxes and 1 question will be picked up from 1 box. Each question will carry 5 marks. Therefore, SOE: (8×5) + (1×5) = 45 marks
- 15) The Structured Oral and Practical examination will be conducted together and marks will be separately aggregated.

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- 16) Structured Oral examination will be assessed by Internal and External assessors by using Structured Questions.
- 17) Only for English subject, speaking and listening skills will be assessed by oral examination and listening test.
- 18) Practical Examination must include OSPE (Objective Structured Practical Examination), and practical note book/ laboratory notebook/lesson plan preparation/teaching session/reflective notebook.
- 19) The allocated practical OSPE 20 marks for the subjects will be distributed as 4 stations and each station will consist of 5 marks.
- 20) The allocated practical 50 marks for the subjects will be distributed as 2 competency procedures and will carry 05 marks for each procedure. The rest of the marks will be distributed for OSPE according to subject requirement.
- 21) Pass mark: 60% marks must be obtained in written, oral, practical and clinical examination of each subject & in individual area.
- 22) If a student fails in any subject, she/he will appear only failed subject.
- 23) Honours mark: Honours mark should be awarded when 80% and above mark is obtained in all subjects.
- 24) Distinction: When 80% or more mark is achieved in any (one or more) subject, this is called distinction.
- 25) Position should be based on the aggregated mark of written, oral and practical examination of all subjects.
- 26) Re-examinee student will not get the position, but may get distinction mark in individual subject.
- 27) Practical competencies of students will be assessed by using subject wise checklist to evaluate the performance.
- 28) Competence based every subject should have a Checklist Manual to evaluate the performance.
- 29) Every subject will be conducted teaching learning activities as curriculum.
- 30) If a student fails to meet the clinical practice requirements of the course for any reason, she/he must make up her/his clinical practice requirements in extra time.
- 31) If the student is not passed term examination, she/he could not be filled up the form for final examination.

### 23. Mark Distribution of Subjects in Each Year

Sl. No.	Name of Subjects	No. of Hours	Marks					
			T/L/P	W	O	P	Written Formative	Practical Formative
<b>1<sup>st</sup> Year</b>								
1	Communicative English	40/48/0	60	30	00	10	00	100
2	Nursing Informatics	48/48/0	60	30	00	10	00	100

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Sl. No.	Name of Subjects	No. of Hours	Marks					
			T/L/P	W	O	P	Written Formative	Practical Formative
3	Behavioral Science	80/0/48	90	45	00	10	05	150
4	Anatomy	96/48/0	90	25	20	10	05	150
5	Physiology	96/48/0	90	25	20	10	05	150
6	Microbiology and Parasitology	80/24/0	90	25	20	10	05	150
7	Fundamentals of Nursing – I	184/132/336	90	40	50	10	10	200
<b>Total Marks in 1<sup>st</sup> year</b>								1000
<b>2<sup>nd</sup> Year</b>								
1	Fundamentals of Nursing-II	96/36/192	90	40	50	10	10	200
2	Pediatric Nursing	64/12/192	90	40	50	10	10	200
3	Medical and Surgical Nursing-I	80/24/288	90	40	50	10	10	200
4	Pharmacology	40/12/0	60	30	00	10	00	100
5	Traumatology and Orthopedic Nursing	80/12/192	90	40	50	10	10	200
6	Nutrition and Dietetics	40/12/48	90	25	20	10	05	150
7	Forensic Nursing, Laws and Ethics	32/0/48	60	30	00	10	00	100
<b>Total Marks in 2<sup>nd</sup> Year</b>								1150
<b>3<sup>rd</sup> Year</b>								
1	Gerontological Nursing	48/0/96	90	25	20	10	05	150
2	Psychiatry and Mental Health Nursing	64/0/192	90	40	50	10	10	200
3	Emergency and Critical Care Nursing	64/48/240	90	40	50	10	10	200
4	Medical and Surgical Nursing-II	108/60/288	90	40	50	10	10	200
5	Community Health Nursing and Epidemiology	112/0/192	90	40	50	10	10	200
<b>Total Marks in 3<sup>rd</sup> Year</b>								950
<b>4<sup>th</sup> Year</b>								
1	Midwifery	88/48/336	90	40	50	10	10	200
2	Obstetrical and Gynaecological Nursing	64/24/336	90	40	50	10	10	200
3	Nursing Management	48/0/144	60	30	0	10	00	100
4	Nursing Education	56/12/144	90	40	50	10	10	200
5	Research and Bio-statistics	56/12/96	90	40	50	10	10	200
6	Advanced Communicative English	48/48/0	60	30	00	10	00	100
<b>Total Marks in 4<sup>th</sup> Year</b>								1000
<b>Grand Total Marks</b>								4100

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

Total hours in theory, lab, and Practical = 1812 /708/3408

Grand total hours = 5928 hrs

Weeks = 50/ 20/ 71

Total weeks = 141

## 24. Grading Scale

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

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

## 25. Internship

After completion of the program every student has to perform 06 (six) months internship in an appropriate clinical areas/ hospital according to logbook. On the successful completion of the course, the student is required to take the BNMC Comprehensive Examination for Licensing as a Registered Nurse.

## 26. Certification and Licensure

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

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## 27. Year Wise Courses in Detail

### 1<sup>st</sup> Year

#### **B 111: Communicative English**

**Subject Code : B111**

**Theory : 40 hours (2.5 Credits)**

**Laboratory : 48 hours (1 Credit)**

**Practical : 0**

#### **Goal:**

The goal of the course is to provide knowledge and skills necessary in English language for nurses.

#### **Learning Objective:**

The objective of the course is to enhance the language proficiency and communication skills of nurses in a healthcare setting. By the end of the course, the students will be able to:

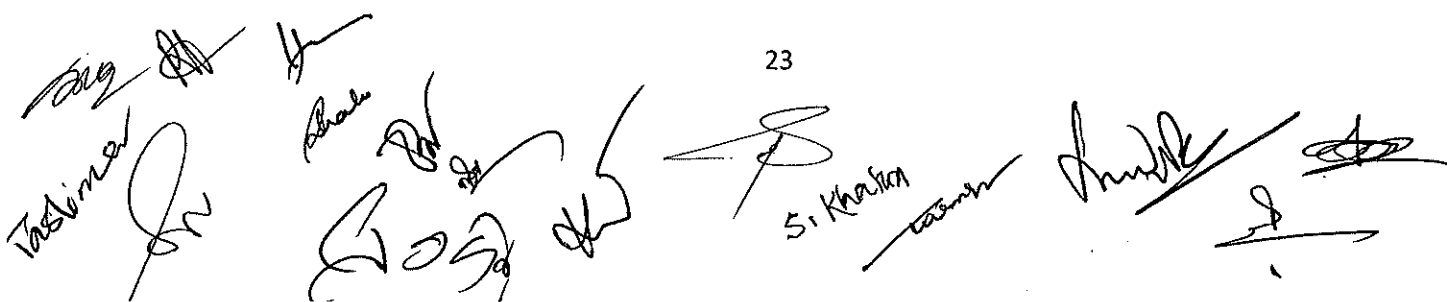
1. speak English effectively and fluently in their workplace.
2. communicate effectively with patients, families and colleagues using appropriate language skills in healthcare settings.
3. demonstrate understanding of medical terminology, jargon and abbreviation used in healthcare.
4. write clear concise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

#### **Course Requirement:**

1. Class attendance: 80%
2. Lab attendance: 80%
3. Assignments: (Summery of writing, reading, listening, self-reflection)
4. Oral presentation (individual work or group work)

#### **Teaching Methods:**

1. Brain storming



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

**Teaching Materials/AV Aids**

1. Laptop/Desktop
2. Multimedia Projector
3. White board & Marker
4. Sound system
5. Headphone/Earphone
6. Related equipment/instruments etc.

**Course in Details**

Course Outline	Teaching-Learning Activates	T	L	P
Review of tenses	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Classwork</li> <li>▪ Groupwork</li> </ul>	6		
Review of parts of speech	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Classwork</li> <li>▪ Groupwork</li> </ul>	5		
Review of modal auxiliaries, articles & enriching vocabulary	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Pair work</li> <li>▪ Groupwork</li> <li>▪ Brainstorming</li> </ul>	5		
<b>Writing module:</b> - Formal & Informal letters, application - Email, report writing - Paragraph & Essay writing	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Brainstorming</li> <li>▪ Assignment</li> </ul>	18		
<b>Reading module:</b> - Skimming, Scanning, Inference - Reading for the specific purposes - Academic reading practice	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Classwork</li> <li>▪ Groupwork</li> </ul>	18		
<b>Speaking module:</b> - Giving general information - Providing detailed information - Answering critical questions - Learning correct pronunciation - Practicing dialogues	<ul style="list-style-type: none"> <li>▪ Interactive interviews</li> <li>▪ Roleplay</li> <li>▪ Dialogues</li> </ul>		18	

Course Outline	Teaching-Learning Activates	T	L	P
<b>Listening module:</b> - Active listening practice - Listening for the specific information - Listening for the gist	<ul style="list-style-type: none"> <li>▪ Listening to authentic audio</li> <li>▪ Group discussion</li> <li>▪ Presentation</li> </ul>		18	

NB: T = Theory, L = Lab practice, P= Practice

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

**Suggested Reading Materials:**

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

# B112 Nursing Informatics

Subject Code : B112

Theory : 48 hours (3 Credits)

Laboratory : 48 hours (1 credit)

Practical : 0

## Goal:

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

## Learning Objectives:

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

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

## Course Requirement:

1. Class attendance: 80%
2. Lab practice: 85%
3. Assignments: (Paper of website evaluation and group project and presentation)
4. Oral presentation

## Teaching Learning Activities

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

## Teaching Materials/AV Aids

7. Laptop
8. Multimedia Projector
9. White board & Marker
10. Related equipment/instruments etc.

### Course in Details

Course Outline	Teaching learning activities	T	L	P
<b>1. Introduction to Health Informatics</b> <ul style="list-style-type: none"> <li>- Health Informatics: Definition, needs, objectives and limitations.</li> <li>- Components of Health Information System (HIS).</li> <li>- Use of data, information and knowledge for more effective healthcare and better outcome of healthcare services.</li> <li>- Clinical Information System (CIS),</li> <li>- Hospital information System (HIS).</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> </ul>	4		
<b>2. Introduction to Nursing Informatics</b> <ul style="list-style-type: none"> <li>- Nursing informatics: Definition, needs, objectives, uses and limitations</li> <li>- Nurses Roles in application of informatics in service education, administration and research</li> <li>- The roles of the informatics nurse and informatics nurse specialist</li> <li>- Educational opportunities for nursing informatics</li> <li>- Components of Nursing Information System (NIS)</li> <li>- Continuing Professional Development (CPD) for nurses and healthcare professionals on Updated Nursing Informatics and Computers Technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> </ul>	4		
<b>3. Introduction to Computer Technology</b> <ul style="list-style-type: none"> <li>- Brief history of computer</li> <li>- Evolution of computer</li> <li>- Current trends of computer technology</li> <li>- Characteristics and generation of computers</li> <li>- Basic organization of computer</li> <li>- Use of computers in teaching, learning, research and nursing practice,</li> <li>- Hardware: Definition and components</li> <li>- Software: Definition, types, operating system, and application</li> <li>- Storage devices</li> <li>- Input and output &amp; wireless devices</li> <li>- Computer networks and configuration</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> </ul>	6		

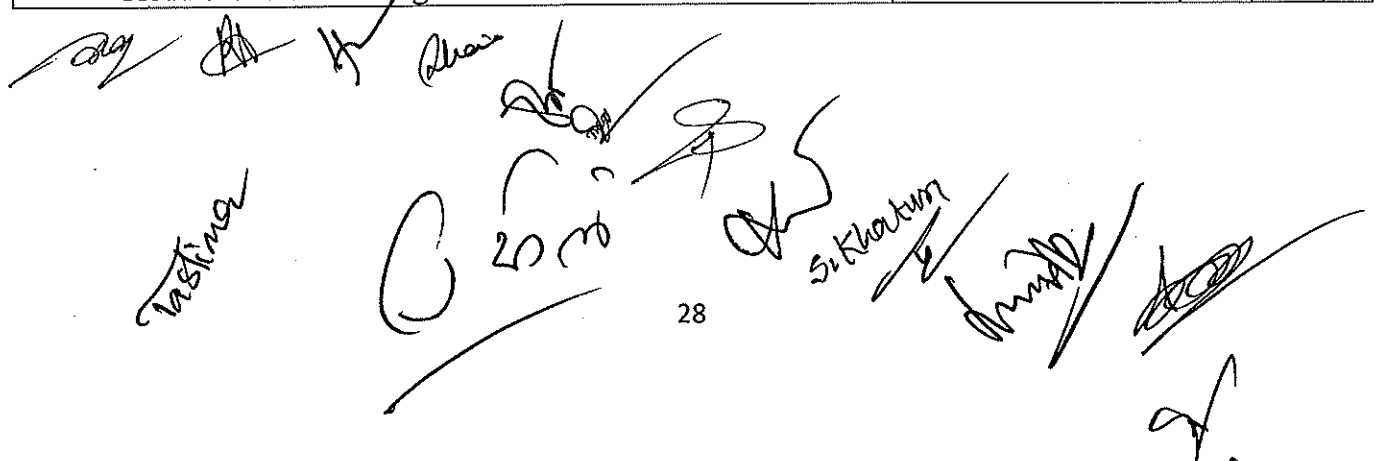
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Team

Tashima



Course Outline	Teaching learning activities	T	L	P
<p><b>4. Computer Based Data Management</b></p> <ul style="list-style-type: none"> <li>- Microsoft Word <ul style="list-style-type: none"> <li>• Names and functions of the Word interface components.</li> <li>• Create, edit, save, and print documents to include documents with lists and tables.</li> <li>• Format text and to use styles.</li> <li>• Add a header and footer to a document.</li> <li>• Add a footnote to a document.</li> <li>• Add a graphic to a document.</li> </ul> </li> <li>- Microsoft Excel <ul style="list-style-type: none"> <li>• Building basic formulas</li> <li>• Logical functions and error trapping</li> <li>• Date and time formulas</li> <li>• Math and statistical formulas</li> <li>• Lookup, information, and text formulas</li> <li>• Build and format worksheets in Excel</li> <li>• Edit and manage worksheets in Excel</li> <li>• Print worksheets in Excel</li> </ul> </li> <li>- Microsoft PowerPoint <ul style="list-style-type: none"> <li>• Names and functions of the PowerPoint interface</li> <li>• Create, edit, save, and print presentations</li> <li>• Format presentations</li> <li>• Add a graphic to a presentation</li> <li>• Create and manipulate simple slide shows with outlines and notes</li> <li>• Create slide presentations that include text, graphics, animation, and transitions</li> <li>• Use design layouts and templates for presentations</li> <li>• Create a PowerPoint presentation</li> </ul> </li> <li>- Statistical Packages</li> <li>- Uses of internet and worldwide wave, web browsers, e-mail, and literature search</li> <li>- Hospital information system</li> <li>- Database Management</li> <li>- Cloud based data management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Computer practice</li> </ul>	4	30	


  
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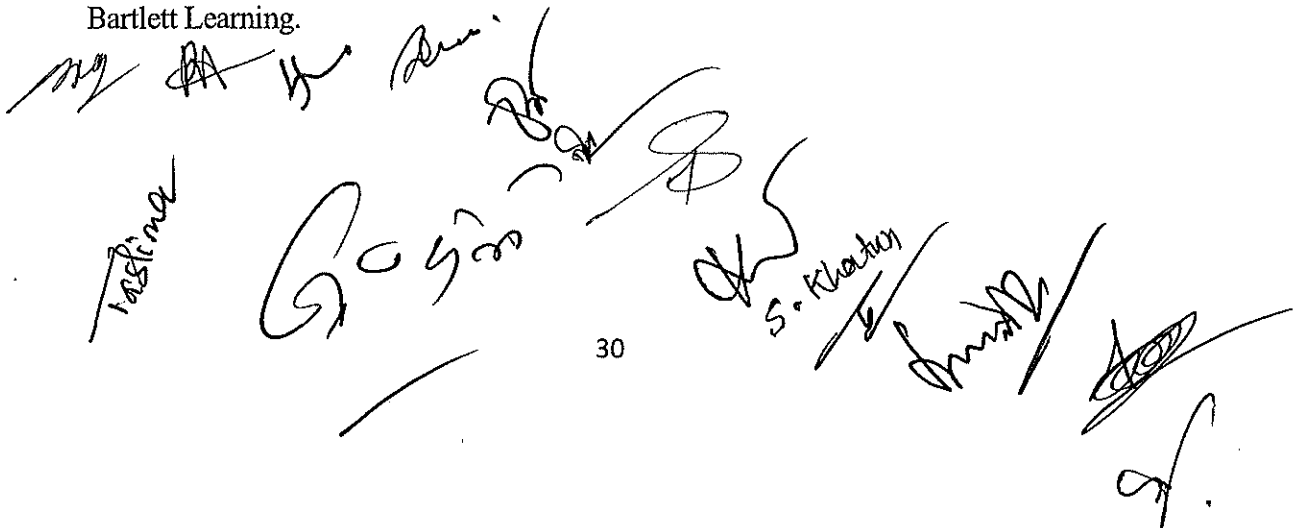
Course Outline	Teaching learning activities	T	L	P
<b>5. Electronic Health Record (EHR)</b> <ul style="list-style-type: none"> <li>- Definition of electronic medical record, electronic health record (HER) and computer-based patient record (CPR)</li> <li>- Similarities and differences between EHR and CPR</li> <li>- Benefits associated with electronic health record</li> <li>- Characteristics of computer-based-patient record</li> <li>- Development of standards for electronic health and nursing care records,</li> <li>- Application of EHR Standards in Bangladesh,</li> <li>- Maintenance of lifelong electronic health records,</li> <li>- Application of eHealth for Patients and the Nurses,</li> <li>- eHealth health informatics and the role of nurses,</li> <li>- Use of eHealth technology for the management of health and nursing services</li> <li>- Function and application of the risk management process</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> <li>• Group project</li> </ul>	8	10	
<b>6. Information Security and Confidentiality</b> <ul style="list-style-type: none"> <li>- Privacy, confidentiality, information privacy, and information security</li> <li>- Significance of security for information integrity</li> <li>- Threat to system security and information</li> <li>- Appropriate and inappropriate password selection and handling</li> <li>- Impact that internet technology has on health information security</li> <li>- Legal and ethical issues: Security and protection of patient privacy</li> <li>- Ethical and legal issues pertaining to quality healthcare and information in clinical practice,</li> <li>- Ethical and legal issues related to digital health applied to nursing practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Presentation</li> </ul>	6		
<b>7. Ensuring Quality of Information</b> <ul style="list-style-type: none"> <li>- Data Integrity and its relevance for healthcare</li> <li>- Strategies to ensure the accuracy of data</li> <li>- Differences in online and offline data storage</li> <li>- Characteristics associated with quality information</li> <li>- Data mining and recognize its uses within health care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Presentation</li> </ul>	4		
<b>8. Evidence Based Practice</b> <ul style="list-style-type: none"> <li>- Uses of scientific evidence in improving the quality of nursing and healthcare services and maintain standards of professional nursing informatics.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	2		

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Course Outline	Teaching learning activities	T	L	P
<b>9. Competency Development in Nursing Informatics and Practice</b> <ul style="list-style-type: none"> <li>- Utilize computer in improving various aspects of nursing practice,</li> <li>- Use of technology in patient care and professional advancement,</li> <li>- Use of data in professional development and efficient patient care,</li> <li>- Use of information system in providing quality patient care.</li> <li>- Use of information system to extract nursing data,</li> <li>- Develop skill in conducting literature review,</li> <li>- Applied microbiology and infection control including safety,</li> <li>- Acquire, apply and share competencies (knowledge, skills, attitude, and abilities) in nursing practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> </ul>			
<b>10. Telehealth</b> <ul style="list-style-type: none"> <li>- Definition of Telehealth</li> <li>- Advantage of Telehealth</li> <li>- Equipment and technology needed to sustain Telehealth</li> <li>- Implications of Telehealth for nursing</li> <li>- Legal and practice issues affect Telehealth</li> <li>- Audio-visual conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Presentation</li> </ul>	4	8	

**Suggested Reading Materials:**

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



## B 113: Behavioral Science

Subject code	: B113
Theory	: 80 hours (5 Credits)
Laboratory	: 0
Practice	: 48 hours (0.5 Credits)

### Goal:

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

### Learning Objectives:

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

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

### Course Requirements:

1. Attend classroom study 80%
2. Attend practice session:85%

### Teaching-learning Activities:

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

### Teaching Materials/AV Aids

1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Flip chart
5. Related equipment/instruments etc.

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**Suggested Reading Materials:**

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

**Course in Details**

Course Outline	Teaching learning activities	T	L	P
<b>1.The relationship between behavioral science and other sciences</b> 1.1 Terminology 1.2 Individualization, Groups, process of socialization 1.3 Scope and significance of sociology 1.4 Social change and its importance 1.5 Significance of behavioral science in nursing 1.6 Relationship between social science and other sciences	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> </ul>	6		
<b>2. The influence of socio-economic and political aspect on health.</b> 2.1 Social unit 2.2 Social class 2.3 Social status and economic status 2.4 Socio-economic and political factors influence to health 2.5 Social laws and regulations	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Quiz</li> </ul>	6		
<b>3. Culture, cultural values, beliefs and practices, factors influence on health and illness in Bangladesh</b> 1.1 Social structure and its relationship in the society 1.2 Values and beliefs, Customs, Rituals 1.3 Characteristics and evolution of culture 1.4 Diversity and uniformity of culture 1.5 Culture and socialization 1.6 Culture modernization and its impact on health and disease	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Presentation</li> <li>• Role play</li> <li>• Quiz</li> </ul>	8		

Course Outline	Teaching learning activities	T	L	P
<b>2. Family and marriage</b> 4.1 Characteristics, basic needs, types and functions of family 4.1 Roles and relationships of family members 4.2 Perceptions of health and illness in family situation 4.3 Legislation on Bangladesh 4.4 Influence of marriage and family on health and health practice, health beliefs and practices	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Presentation</li> <li>Role play</li> <li>Quiz</li> </ul>	6		
<b>5. Meaning and value of health</b> 5.1 Local practices for maintenance of health, treatment of disease, and care of the sick 5.2 Beliefs about food and nutrition	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Presentation</li> <li>Field trip</li> </ul>	2		
<b>6. Religions</b> Impact of religion on health and health care	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	2		
<b>7. Folk and traditional healers</b> 7.1 Types of healers in Bangladesh -Ayurvedic -Homeopathic -Religious -Unani 7.2 Examples of how traditional healers are used by people for health care	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Lecture cum discussion</li> <li>Presentation</li> </ul>	4		
<b>8. Analyze social movements and initiatives regarding emerging and re-emerging health-related issues in Bangladesh</b>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Assignment</li> </ul>	2		
<b>9. Describe the concept and evolution of psychology.</b> 9.1 Significance of psychology to the nursing profession 9.2 Evolution of psychology (from structuralism to neuropsychology)	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	4		
<b>10. Understand psychological theories.</b> - Types of psychological theories - Importance of psychological theories	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	4		
<b>11. Motivation and emotional processes</b>	<ul style="list-style-type: none"> <li>Lecture cum</li> </ul>	8		

Course Outline	Teaching learning activities	T	L	P
<ul style="list-style-type: none"> <li>• <b>Motivation</b> – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives</li> <li>• <b>Emotions</b> – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness–handling emotions in self and other <ul style="list-style-type: none"> <li>- Stress and adaptation–stress, stressor, cycle, effect, adaptation and coping</li> </ul> </li> <li>• <b>Attitudes</b> – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness</li> <li>• Psychometric assessment of emotions and attitude – Introduction</li> <li>• Role of nursing caring for emotionally sick client</li> </ul>	<ul style="list-style-type: none"> <li>• discussion</li> <li>• Presentation</li> <li>• Quiz</li> </ul>			
<p><b>12. Erikson’s Psychosocial stages of development throughout the lifespan</b> (Stage—</p> <ul style="list-style-type: none"> <li>- Infancy</li> <li>- Toddler (Year 1-3)</li> <li>- Preschool (Year 3-5 1/2)</li> <li>- (Middle childhood (Year 5 1/2-12)</li> <li>- Adolescent</li> <li>- Early adulthood</li> <li>- Middle adulthood</li> <li>- Late adulthood).</li> </ul> <p>Role of nursing supporting normal growth and development across the life span</p>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Presentation</li> <li>• Quiz</li> </ul>	6		
<p><b>13. Psychological Theories</b></p> <ul style="list-style-type: none"> <li>- Biological bases of behaviors</li> <li>- Behavioral theories</li> <li>- Social-learning theories</li> <li>- Stress-coping theories</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> <li>• Presentation</li> </ul>	6		
<p><b>14. Personality</b></p> <p>14.1 Meaning, definition of personality</p> <p>14.2 Types of personality. (Introvert-Extrovert)</p> <p>14.3 Personality traits</p> <p>14.3 Personality development.</p>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Presentation</li> </ul>	6		

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Course Outline	Teaching learning activities	T	L	P
14.4 Alteration in personality 14.5 Role of nurse in identification of individual personality and improvement in altered personality	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quiz</li> </ul>			
<b>15. Psychological assessment and tests–</b> 15.1. Types, development, characteristics, principles, uses, interpretation 15.2. Role of nurse in psychological assessment	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion</li> </ul>	4		
<b>16. Sexuality and sexual orientation</b>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	4		
<b>17. Life crisis</b>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	2		
<b>Practice= 48 hours</b>				
<ul style="list-style-type: none"> <li>• Interactions with natural and created environments that affects in health and disease.</li> <li>• Health consequences of homeless people /slum</li> <li>• Crime, religion, family relationships, gender identity, class divisions, cultures and social stability influence to health and disease.</li> </ul>				



## B124: Anatomy

Subject code : B124

Theory : 96 hours (6 Credit)

Laboratory : 48 hours (1 Credit)

Practice Hours: 0

### Goal:

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

### Learning Objectives:

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

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

### Course Requirements:

1. Attend classroom study 80%
2. Attend laboratory sessions 80%;

### Teaching learning activities:

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

### Teaching Materials/AV Aids

1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Bones, viscera and human models
5. Related equipment/instruments etc.

### Course in Details

Course Outlines	Teaching-Learning Activities	T	L	P
1. Introduction to anatomy - Definitions - Anatomical terminology - Anatomical structure of: -Cells -Tissues -Membranes and glands -Organs	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• VDO presentation of human body (if possible)</li> <li>• Lab practice with human body and microscopic structure</li> </ul>	8	5	
2. Body movement: Structure, location & position of Musculoskeletal system -Bones -Cartilage -Joints and ligaments -Muscles	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Lab practice with musculoskeletal model</li> </ul>	8	6	
3. Structure, location & position of Digestive system -Tongue, teeth, saliva gland and pharynx -Esophagus -Stomach -Small and large intestine -Pancreas -Liver and biliary system	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Lab practice with GI model</li> </ul>	10	4	
4. Structure, location & position of Respiratory system -Nose, pharynx, larynx, -Trachea and bronchus -Lungs: lobe and pleura	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Lab practice with lung model</li> </ul>	10	6	
5. Structure, location & position of Cardiovascular system -Heart with pericardium	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Lab practice with</li> </ul>	10	6	

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Course Outlines	Teaching-Learning Activities	T	L	P
-Blood vessels	heart model • Quiz			
6. Structure, location & position of Urinary system -Kidney -Ureter -Urinary bladder -Urethra	• Lecture and discussion • Lab practice with kidney model • Quiz Topic	8	6	
7. Structure, location & position of Reproductive system <b>-Male reproductive system:</b> - Penis and scrotum - Testes - Duct system - Prostate gland - Spermatogenesis - Hormonal control and sexual development <b>-Female reproductive system</b> - External genitalia - Vagina - Cervix and uterus - Fallopian tubes and ovaries - Mammary glands	• Lecture and discussion • Lab practice with male and female reproductive model	10	4	
8. Sensory organs -Skin -Mouth and tongue -Nose -Eyes -Ears	Lecture and discussion	6	2	
9. Integumentary system -Skin layers -Epidermal appendages	• Lecture and discussion • Quiz	4		
10. Structure, location & position of Endocrine system -Pituitary gland -Thyroid gland -Parathyroid gland -Adrenal gland -Islets of Langerhans	• Lecture and discussion • Lab practice with body model • Quiz Topic	6	4	

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Course Outlines	Teaching-Learning Activities	T	L	P
-Gonads -Pineal gland				
11. Structure, location & position of Nervous system -Nerve tissues -Central nervous system (CNS) -Peripheral nervous system (PNS) -Autonomic nervous system (ANS) -General sensory and motor pathway	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Lab practice with brain model</li> </ul>	10	5	
12. Immune system -Central lymphoid organs and tissues: Bone marrows and Thymus -Peripheral lymphoid organs and tissues: Lymph nodes, lymph, and lymphatic vessels	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Lab practice with microscope</li> </ul>	6		

#### Suggested Reading Materials:

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

## B125: Physiology

**Subject code** : B125  
**Theory** : 96 hours (6 Credit)  
**Laboratory** : 48 hours (1 Credit)  
**Practice Hours** : 0

### Goal:

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

### Learning Objectives:

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

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

### Course Requirements:

1. Attend classroom study 80%
2. Attend laboratory sessions 80%;

### Methods of teaching:

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

### Teaching Materials/AV Aids

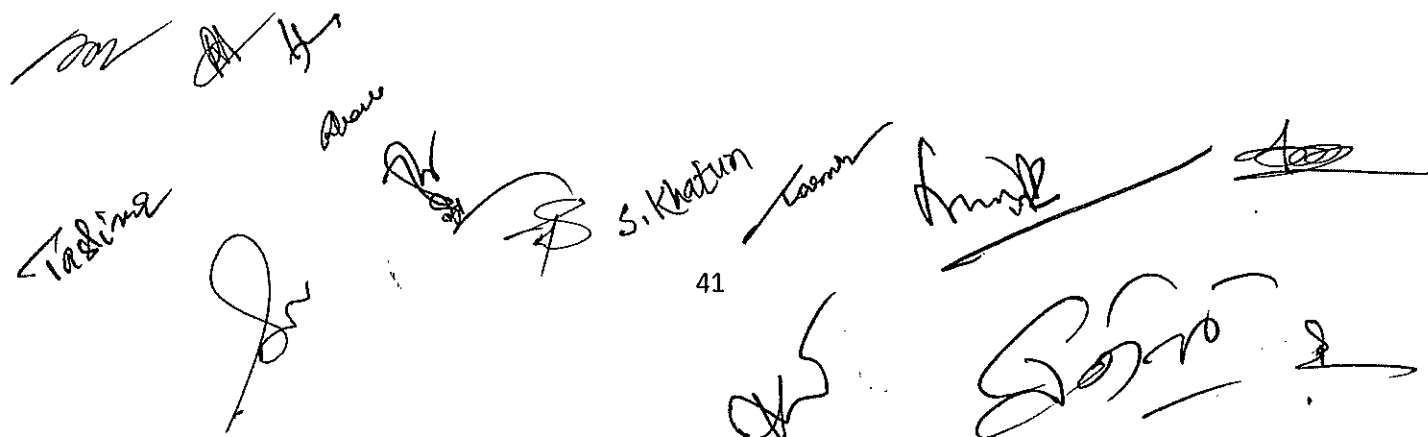
1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Flip chart
5. Bones, viscera and models
6. Related equipment/instruments etc.

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### Course in Details

Course Outlines	Teaching-Learning Activities	T	L	P
1. Physiological function of human body - Introduction to physiology - Physiological functions of: -Cells -Tissues -Membranes and glands -Organs	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• VDO presentation of human body</li> <li>• Quiz</li> </ul>	8	8	
2. Body movement: - Musculoskeletal system Functions of: -Bones -Cartilage -Joints and ligaments -Muscles	Lecture and discussion	6		
5. Cardiovascular system. Function of- -Blood -Blood vessels -Heart and cardiac cycle - Blood circulation - Fetal circulation - Lab Reading and interpreting of complete blood counts (CBC)	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Quiz</li> <li>• Lab practice with microscope</li> </ul>	10		
6. Gross Function of Respiratory System - Nose, pharynx, larynx, - Trachea and bronchus - Lungs: lobe and pleura - Inspiration and expiration - Gas exchanges - Roles of lung in controlling acid-base Balance - Lab Reading of arterial blood gas analysis	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Lab practice</li> </ul>	10		

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Course Outlines	Teaching-Learning Activities	T	L	P
7. Function of Digestive system <ul style="list-style-type: none"> <li>- Tongue, teeth, saliva gland and pharynx</li> <li>- Esophagus</li> <li>- Stomach</li> <li>- Small and large intestine</li> <li>- Pancreas</li> <li>- Liver and biliary system</li> <li>- Mastication, digestion, absorption, and elimination</li> <li>- Lab Reading of liver function test, gastric emptying time, stool examination</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Lab practice with GI model</li> </ul>	10	8	
8. Gross function of Urinary system <ul style="list-style-type: none"> <li>- Kidney</li> <li>- Ureter</li> <li>- Urinary bladder</li> <li>- Urethra</li> <li>- Urine formation</li> <li>- Hormones and the urinary system</li> <li>- Lab Reading of urine examination</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Lab practice with kidney model</li> </ul>	8	8	
9. Hormonal functions and menstrual cycle <ul style="list-style-type: none"> <li>- Fertilization and lactation</li> <li>- Gross function of reproductive system</li> </ul>	Lecture and discussion	6		
3. Gross function of Nervous system <ul style="list-style-type: none"> <li>-Nerve tissues</li> <li>-Central nervous system (CNS)</li> <li>-Peripheral nervous system (PNS)</li> <li>-Autonomic nervous system (ANS)</li> <li>-General sensory and motor pathway</li> </ul>	Lecture and discussion	8	6	
4. Gross function of Endocrine system <ul style="list-style-type: none"> <li>-Pituitary gland</li> <li>-Thyroid gland</li> <li>-Parathyroid gland</li> <li>-Adrenal gland</li> <li>-Islets of Langerhans</li> <li>-Gonads</li> <li>-Pineal gland</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Lab practice with body model, video</li> </ul>	10	10	

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Course Outlines	Teaching-Learning Activities	T	L	P
- Lab function of endocrine system --Interpreting Thyroid function test				
10. Gross functions of Sensory organs - Skin - Mouth and tongue - Nose - Eyes - Ears	Lecture and discussion	8	8	
12. Regulating of body temperature	Lecture and discussion	4		
13. Immune system - Central lymphoid organs and tissues: -Bone marrows and Thymus - Peripheral lymphoid organs and tissues: - Lymph nodes, lymph, and lymphatic vessels - General host defenses - Specific host defenses	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Quiz</li> </ul>	8		

**Suggested Reading Materials:**

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

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## B126: Microbiology and Parasitology

**Subject Code : B126**

**Theory : 80 hours (5 Credit)**

**Laboratory :24 hours (0.5 Credit)**

**Practice : 0**

### Goal:

The goal of the subject is to acquire knowledge and skill regarding microbiology and parasitology to prevent and control microorganisms.

### Learning Objectives:

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

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

### Course Requirements:

- Attend classroom study: 80%
- Attend laboratory sessions: 80%;

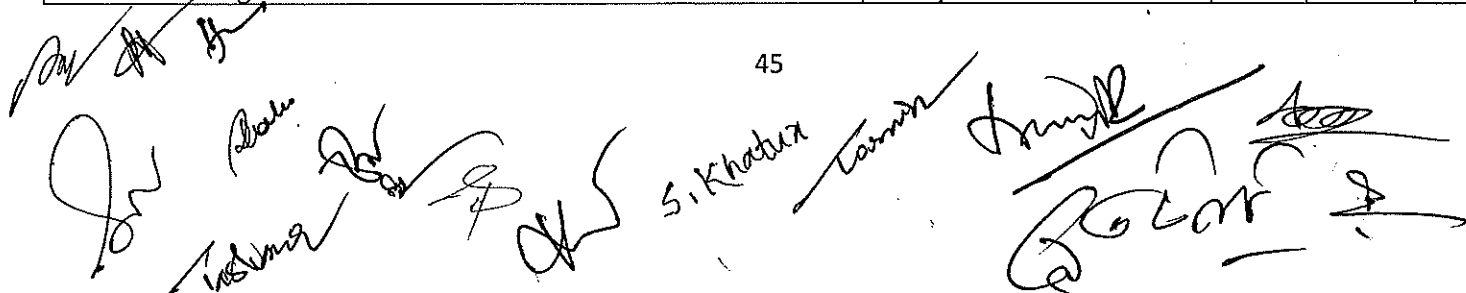
### Teaching Materials/AV Aids

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

### Course in Details

Course Outline	Teaching - Learning Activities	T	L	P
1. Introduction to microbiology and parasitology - scope of microbiology & parasitology - History of microbiology today: - Chemotherapy - Immunology - Virology - Pathology	Lecture and discussion	10		

Course Outline	Teaching - Learning Activities	T	L	P
<ul style="list-style-type: none"> <li>- Genetic engineering and genomics</li> <li>- Microbes and human diseases               <ul style="list-style-type: none"> <li>- Normal microbiota (flora)</li> <li>- Infectious diseases</li> <li>- Emerging infectious diseases (HIV/AIDS, covid -19, Ebola hemorrhagic fever, Anthrax, Nipa virus, etc.)</li> </ul> </li> </ul>				
<p>2. Nature, reproduction, growth, and transmission of common microorganisms and parasites in Bangladesh</p> <ul style="list-style-type: none"> <li>-Bacteria: -               <ul style="list-style-type: none"> <li>-Cocci                   <ul style="list-style-type: none"> <li>-Diplococci, (Pneumonia, Gonorrhoea)</li> </ul> </li> <li>- Streptococci (Throat infection, Rheumatic fever)</li> <li>- Staphylococci (Wound and skin infection)</li> </ul> </li> <li>- Bacilli               <ul style="list-style-type: none"> <li>- Gram positive (Tetanus, Botulism, Anthrax)</li> <li>- Gram negative (E. coli, Shigella and Salmonella gastro intestinal infection)</li> <li>- Acid fast (Tuberculosis, Leprosy)</li> </ul> </li> <li>-Spiral form               <ul style="list-style-type: none"> <li>- Vibrio (Cholera)</li> <li>- Spirochetes (Syphilis, Hemorrhagic jaundice)</li> <li>- Helicobacter pylori (Peptic ulcer)</li> </ul> </li> </ul>	Lecture and discussion Group Work and presentation	12	6	
<p>3. Viruses</p> <ul style="list-style-type: none"> <li>- Pneumotropic (viral pneumonia, influenza)</li> <li>- Neorotropic (viral encephalitis, Polio, Rabies)</li> <li>- Viscerotropic (infectious hepatitis, Dengue fever, chikungunya, yellow fever)</li> <li>- Dermatropic (Measles, Chicken Pox, Warts)</li> <li>- HIV and AIDS</li> <li>- Covid-19</li> </ul>	Lecture and discussion Group Work and presentation	8		
<p>4. Fungi</p> <ul style="list-style-type: none"> <li>- Dermatophyte: Tineas or ring worms</li> <li>- Candida: Candidiasis (Thrush)</li> <li>- Cryptococcus, Cryptococcosis</li> <li>-Mycosis</li> </ul>	Lecture and discussion Group Work and presentation	6		
<p>5. Parasites: Protozoa and Helminths</p> <ul style="list-style-type: none"> <li>- Plasmodium falciparum, vivax, ovale, malariae (Malaria)</li> <li>- Leishmaniadovani (kalaazar or dum dum fever)</li> <li>- Entamoebahistolytica (amoebic dysentery)</li> <li>- Tapeworms, pinworms, hookworms, and roundworms</li> <li>-Trichomonasvaginalis (trichomoniasis)</li> <li>-Giardia</li> <li>-secondary parasitic infections in HIV/AIDS</li> </ul>	Lecture and discussion Group Work and presentation	8		
<p>6. Microorganisms and human diseases: Capabilities of a pathogen</p> <ul style="list-style-type: none"> <li>- Maintaining reservoirs: Human/animal</li> </ul>	Lecture and discussion Group Work and	6		


  
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Course Outline	Teaching - Learning Activities	T	L	P
<ul style="list-style-type: none"> <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>	presentation			
7. Immune system <ul style="list-style-type: none"> <li>- Adoptive immunity</li> <li>- Immunological disorders               <ul style="list-style-type: none"> <li>- Hypersensitivity</li> <li>- Immunosuppression</li> </ul> </li> </ul>	Lecture and discussion Group Work and presentation	4		
8. Prevention and controlling of microorganisms <ul style="list-style-type: none"> <li>- Universal precautions</li> </ul>	Lab Practice	4	4	
9. Hospital-Acquired Infection (Nosocomial infection) <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	4		
10. Controlling of microbial growth <ul style="list-style-type: none"> <li>- Actions of microbial control agents               <ul style="list-style-type: none"> <li>- Alterations of membrane permeability</li> <li>- Damage to proteins and nucleic acids</li> </ul> </li> <li>- Physical methods               <ul style="list-style-type: none"> <li>- Heat: autoclave, moist, pasteurization, flaming</li> <li>- Filtration</li> <li>- Osmotic pressure</li> <li>- Radiation</li> </ul> </li> <li>- Chemical methods               <ul style="list-style-type: none"> <li>- Effective disinfection</li> <li>- Disinfectant</li> </ul> </li> </ul>	Lecture and discussion Group Work and presentation and Lab practice	6	6	
11. Immunization <ul style="list-style-type: none"> <li>- Active immunization</li> <li>- Passive immunization</li> </ul>	Lecture and discussion Group Work and presentation	4		
12. Identification of microorganisms <ul style="list-style-type: none"> <li>- Microscopy               <ul style="list-style-type: none"> <li>- Light microscopy</li> </ul> </li> <li>- Methods for light microscopic examination               <ul style="list-style-type: none"> <li>- Preparing smears for staining</li> <li>- Simple stains</li> <li>- Differential stains (gram stain, acid-fast stain)</li> </ul> </li> <li>- Cultures of microorganisms               <ul style="list-style-type: none"> <li>- Basic principles</li> </ul> </li> </ul>	Lecture and discussion Group Work and presentation Lab practice	8	8	

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 S. Khatri  
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Course Outline	Teaching - Learning Activities	T	L	P
- Media - Culture techniques - Examination of human specimens - Swabs (nose, throat, cervix, ulcers, and wounds) - Sputum - Stool - Urine				

**Suggested Reading Materials:**

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

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## B137: Fundamentals of Nursing – I

Subject Code : B137

Theory : 184 hours (11.5 Credit)

Laboratory : 132 hours (2.7 Credit)

Practice : 336 hours (3.5 Credit)

### Goal:

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

### Learning Objectives:

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

1. describe the history of nursing.
2. explain concept about fundamentals of nursing.
3. describe the basic concepts relevant to the nursing profession.
4. describe nurses' roles and competencies required in promoting, maintaining, and restoring health;
5. apply the theories and models of nursing (need to be added in the syllabus/ content-e.g., components of basic nursing by Virginia Henderson, activities of daily living [ADL] by Roper, Logan and Tierney, self-care model by Dorothea Orem and trans-cultural nursing theory by Madeleine Leininger)
6. explain nursing care delivery within health care system.
7. explain the cultural & ethical aspects of nursing.
8. explain concept & importance of communication in nursing.
9. describe the key elements in building interpersonal and therapeutic relationship.
10. identify and describe the ways of strategies to overcome the barriers in communication.
11. describe and apply first aid & bandaging.
12. demonstrate task-oriented nursing care.

### Course Requirements:

1. Classroom attendance : 80%
2. Lab practice : 80%
3. Clinical practice : 85%

### Teaching method:

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

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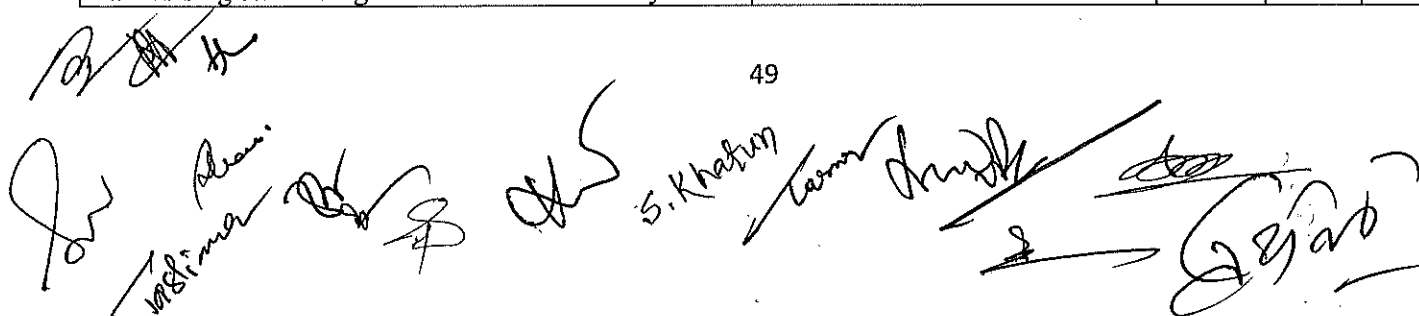
4. Personal and group reflection
5. Student placement in clinical settings; for observation, personal interview with nurses, doctors, patients, and visitors
6. Assignment and presentation
7. Self-study

### Teaching Materials/AV Aids

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

### Course in Details

Course Outline	Teaching - Learning Activities	T	L	P
1. Introduction to conceptual bases of nursing - Introduction to the nursing profession 1.1 Historical development of the nursing profession - European countries - Western countries - Eastern countries - Bangladesh 1.2 Comparing & contrasting among European, Western, Eastern & Bangladesh	Discussion Students write their personal view of nursing. Group paper & poster presentation of historical development of nursing & summary by teacher.	10		
2. Basic concepts relevant to Nursing 2.1 Person, environment, health, and nursing Person - Basic human needs - Human rights 2.2 Environment - Types & factors 1.3 Health - Health-illness continuum 1.4 Nursing - Nursing actions - Nursing standard 2.5 Quality of Nursing - Indicators of quality of nursing care 2.6 Relationship among person, environment, health and nursing 2.7 Client-centered care - Attributes of client-centered care - Ways to develop client-centered care 2.8 Holistic nursing care - Attributes of holistic nursing - Ways to develop holistic care 2.9 Nursing self-management and accountability	Lecture & Discussion  Ask the students to write a paper of self-reflection to compare students' thoughts & ask about person, environment, health, illness & nursing  Allow 15 minutes for each student to write a one-page essay on the characteristics of healthy person that they know & role play to show client – centered care.  Lecture & discussion	30		


  
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Course Outline	Teaching - Learning Activities	T	L	P
3. Nurses' roles and competencies required in promoting, maintaining, restoring health	Group discussion & Lecture Divide students into small groups- each group work to enlist nurse's roles & made examples of the identified role.	6		
4.Theories and Model of Nursing -Virginia Handerson - Activities of daily living (ADL) by Roper - Logan and Tierney - Self – Care Model by Dorothea Oren - Trans-cultural Nursing Theory by Madeleine Leininger	Lecture & discussion	14		
5.Nursing care delivery within health care system - Primary level - Secondary level - Tertiary level 5.2 Model of nursing care delivery - Functional method - Team nursing - Total patient care - Primary care nursing - Case method 5.3 Type of care facilities within health care delivery system - Acute care - Sub-acute care - Chronic care - Rehabilitation care - Ambulatory care (outpatient care) - Home care	Lecture & discussion  Divide students into small groups to discuss advantages & disadvantages of each model.  Lecture & discussion	12		
6. Cultural and Ethical aspect of Nursing - Culture and Ethics - Importance of cultural ethics of Nursing - Relationship between Culture and Nursing Ethics -Advantages and Disadvantages of a culturist Nursing ethics	Lecture cum discussion and Brain storming	10		
7.Introduction to communication in nursing - Types of communication - Purpose of communication - Functions of communication - Importance of communication in Nursing 7.1. Assertive and responsible communication 7.2. Interpersonal and therapeutic communication in nursing 7.3 Communicating with health care professionals - Advocacy	Lecture & Discussion - how is important interpersonal communication is to nursing practice.  Role play or Videos presentation to demonstrate interpersonal therapeutic communication.	14		

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Course Outline	Teaching - Learning Activities	T	L	P
<ul style="list-style-type: none"> <li>- Conflict resolution</li> <li>- Collaborating</li> <li>- Delegation &amp; supervision of non-trained staff</li> <li>- Removing of barriers &amp; peer negotiation</li> <li>- Developing a support system</li> </ul> 7.4 Bridges to relationship <ul style="list-style-type: none"> <li>- Caring</li> <li>- Trust</li> <li>- Empathy</li> <li>- Mutuality</li> </ul> Confidentiality	Divided students into small group & conduct a clinical site visit to observe-- Relationship between nurse to nurse Relationship between nurse to patients Relationship between nurse - doctor Relationship between nurse - patients - family members			
8. Key elements in building interpersonal and therapeutic relationships <ul style="list-style-type: none"> <li>- Warmth</li> <li>- Respect</li> <li>- Genuineness</li> <li>- Empathy</li> <li>- Self-disclosure</li> <li>- Questioning</li> </ul> Expressing opinions	Lecture & discussion Self-practice of communication skills Roleplay	16		
9. Barriers to the development of interpersonal relationship and effective communication <ul style="list-style-type: none"> <li>- Anxiety</li> <li>- Stereotyping</li> <li>- Lack of personal space</li> </ul> 9.1 Strategies to overcome the barrier in communication	Lecture & discussion  Divided students into 2 groups or more. It's depending on the size of students & class. Assign task on each group—As a nurse Identify the stereotype & how it might affect nursing care As a nurse what can you do to reduce bias in the situation?	10	48	
10. Actions basis to nursing care <ul style="list-style-type: none"> <li>- Sterile technique and infection control:               <ul style="list-style-type: none"> <li>• hand washing,</li> <li>• sterile gloving,</li> <li>• personal protective techniques</li> </ul> </li> <li>- Safety: Applying restraints</li> </ul> 10.1. Personal hygiene and comfort <ul style="list-style-type: none"> <li>- Providing oral care</li> <li>- Giving a bed bath</li> <li>- Providing genital care</li> <li>- Giving a back massage</li> <li>- Giving shampooing</li> <li>- Bed Making- - Purposes</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Video play</li> <li>- Demonstration</li> <li>- Hands on practice</li> <li>- Return demonstration</li> </ul> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Video play</li> <li>- Demonstration</li> <li>- Hands on practice</li> <li>- Self -evaluation</li> <li>- Return demonstration</li> </ul>	30		

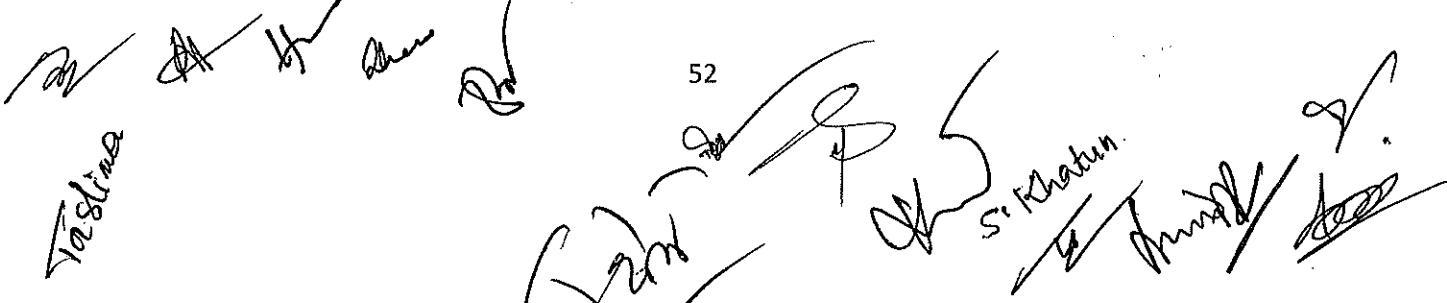


Course Outline	Teaching - Learning Activities	T	L	P
<ul style="list-style-type: none"> <li>- Types <ul style="list-style-type: none"> <li>▪ occupied bed</li> <li>▪ unoccupied bed &amp; special bed</li> </ul> </li> </ul> <p>10.2 Activity and exercise - Bed positioning</p> <ul style="list-style-type: none"> <li>- Patient transfers</li> </ul> <p>- Assisting with passive range of motion and exercises</p> <p>10.3 Vital Sign</p> <ul style="list-style-type: none"> <li>- Temperature</li> <li>- Pulse</li> <li>- Respiration</li> </ul> <p>Blood Pressure</p>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Video play</li> <li>- Demonstration</li> <li>- Hands on practice</li> <li>- Return demonstration</li> </ul> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- VDO play</li> <li>- Demonstration</li> <li>- Hands on practice</li> <li>- Return demonstration</li> </ul>			
<p>10. First aid</p> <ul style="list-style-type: none"> <li>- Purposes</li> <li>- Responsibilities of a first aider</li> <li>- General principles</li> </ul> <p>Life threatening conditions</p>	Lecture & discussion	32		
<ul style="list-style-type: none"> <li>- Respiratory distress/arrest</li> <li>- Cardiac Arrest</li> <li>- Shock</li> <li>- Unconsciousness</li> </ul> <p>10.1 Hemorrhage –</p> <ul style="list-style-type: none"> <li>- Epistaxis</li> <li>- Hematemesis</li> <li>- Melina</li> <li>- Hemoptysis</li> </ul> <p>10.2 Poisoning</p> <ul style="list-style-type: none"> <li>- Snake, Dog bite &amp; insects bite</li> <li>- Burn &amp; scalds</li> <li>- Drowning</li> </ul> <p>10.3 Fracture, dislocation &amp; Sprain</p> <p>10.4 Bandaging</p> <ul style="list-style-type: none"> <li>- Purposes of bandage</li> <li>- Types of bandaging</li> <li>- Rules of bandaging</li> <li>- Principles of bandaging</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture &amp; discussion</li> <li>- Video play</li> <li>- Role play</li> </ul> <ul style="list-style-type: none"> <li>- Lecture &amp; discussion</li> <li>- Video play</li> <li>- Role play</li> </ul> <ul style="list-style-type: none"> <li>- Lecture &amp; discussion</li> <li>- Video play</li> <li>- Role play</li> </ul> <p>Lecture &amp; discussion</p> <ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Hands on practice</li> </ul> <p>Return demonstration</p>			

Laboratory practice 132 hours will be distributed by subject teachers according to importance of the topic

**Clinical Practice (336 Hours):** 336 hours Clinical practice will be distributed by subject teachers

52



according to importance of the topic in the relevant areas.

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

**Daily activities:**

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

**Specific activities:**

1. Special task assignment for an individual student to help meet the course requirements Selective clinical teachings based on students' interest and needs for skills
2. Group reflection and course evaluation

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

**Suggested Reading Materials:**

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

*Taslima*  
*Shab.*  
*S. Khateen*  
*Amir*  
*E. G. No.*

## 2<sup>nd</sup> Year

### **B231: Fundamentals of Nursing-II**

**Subject Code: B231**

**Theory : 96 hours (6 Credit)**

**Laboratory : 36 hours (.75Credit)**

**Practice :192 hours (2 Credit)**

#### **Goal:**

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

#### **Learning Objectives:**

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

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

#### **Course Requirements:**

1. Classroom attendance : 80%
2. Lab practice : 80%
3. Clinical practice : 85%

#### **Teaching methods:**

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

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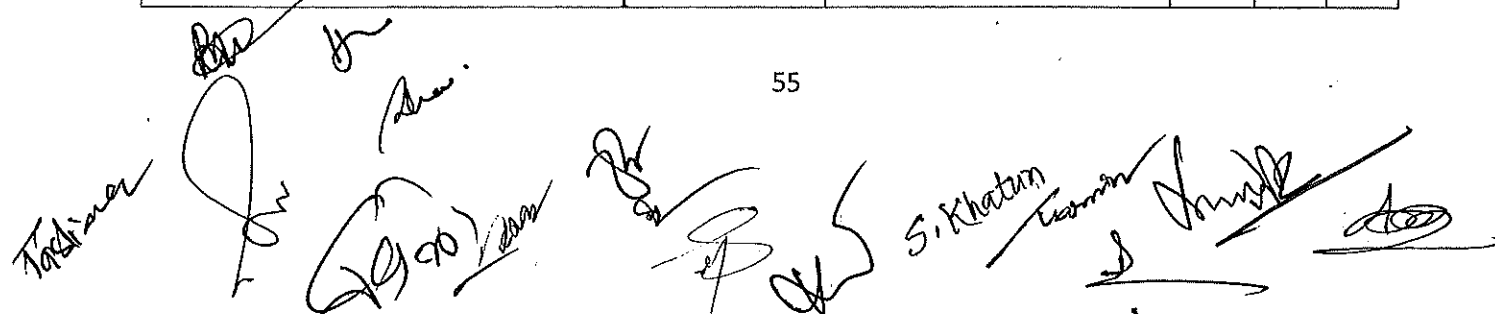
6. Simulation exercise
7. Field trip
8. Self-study
9. Peer group assessment.

#### Teaching Materials/AV Aids

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

#### Course in Details

Course Outlines	Teaching learning activities	T	L	P
1. Ways to accomplish ideal characteristics & roles of a competent nurse of oneself	Lecture & discussion & Ask to group of students write the statement of commitment & ways to accomplish herself to become a good nurse	4		
2. Explain the national and international nursing organizations and its functions; 2.1 National nursing organizations - Role and function of Directorate General of Nursing & Midwifery - Bangladesh Nursing & Midwifery Council - Bangladesh Nursing Association - Bangladesh Midwifery Association - Bangladesh Leadership Nursing Network 2.2 International nursing organizations: role and function - International Council for Nurses (ICN) - World Health Organization (WHO) - United Nations Children Emergency Fund (UNICEF) - United Nations Population Fund	Ask students to answer questions: what are the functions of DGNM & BNMC.  Divided students into small group & write a function of different NGO	16		

*Teacher*  
  
 S. Khatun  
 Teacher

Course Outlines	Teaching learning activities	T	L	P
(UNFPA) - CIDA, Bangladesh - JICA, Bangladesh				
3. Introduction to nursing process -Significance of the nursing process, -Benefit & characteristics of nursing process -Steps of nursing process	Lecture & discussion Assign group to students -why nursing process is important? Can nurses work without this process & why? Group presentation	4		
4. Fundamental of health assessment and perform health perform health assessment in clinical settings. - Significance - Sources of data - Assessment strategies - Legal and ethical considerations of data collection 4.1 History taking - Importance of history taking - Nurses' roles for history taking - Framework for history taking	Lecture & discussion  Role play Group discussion Demonstration (History taking)	12	6	
4.2. Physical assessment - Basic assessment skills - Inspection/observation - Palpation - Percussion - Auscultation - Preparation for conducting the physical assessment - Head to toe physical assessment 4.3. Diagnostic tests and investigations	Lecture & discussion Video play Demonstration of Physical assessment  Practice physical assessment	10	6	
5. Identifying client's needs/expectations/responses to actual or potential health problems - Interpreting/analyzing collected data - Formulating statements relative to the findings (collected data)	Lecture & discussion	6		

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*S. Khastan*

Course Outlines	Teaching learning activities	T	L	P
<ul style="list-style-type: none"> <li>- Principle of prioritizing client's needs/ expectations/responses</li> <li>- Planning, intervening, and evaluating client's needs/expectations/ responses</li> </ul>				
6.Nursing records/ documentation <ul style="list-style-type: none"> <li>- Significance</li> <li>- Types of nursing records:</li> <li>- Data collection form (patient history)</li> <li>- Kardex</li> <li>- Nurse's notes</li> <li>- Legal issues pertaining to nursing records</li> </ul>	Lecture & discussion	4		
7.Specimen testing applying the knowledge of normal values;	Assign the students write a common investigation normal value	2		
8. Performing health assessment, use of nursing process, and recording nursing documentation within the Bangladesh context (After clinical practice) <ul style="list-style-type: none"> <li>- Actual situation</li> <li>- Factors contributing to the current practice</li> <li>- Guidelines for improvement</li> </ul>	Practice	6		
9.Actions basis to nursing care           9.1. Oxygenation <ul style="list-style-type: none"> <li>- Administering oxygen by mask and</li> <li>- Nasal cannula</li> <li>- Tracheostomy care</li> </ul>	Lecture & discussion Show the picture & Video play about Oxygen therapy	6	6	
9.2. Nutrition/hydration: <ul style="list-style-type: none"> <li>- Oral feeding</li> <li>- Inserting a nasogastric tube</li> <li>- Administering tube feeding</li> </ul>	Lecture & discussion Show the picture & Video play about artificial feeding Demonstration Return demonstration	6	6	
9.3. Wound care <ul style="list-style-type: none"> <li>- Wet dressing</li> <li>- Dry dressing</li> </ul>	Lecture & discussion Demonstration how to make dressing with sterile technique	4		

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Course Outlines	Teaching learning activities	T	L	P
9.4. Urinary elimination <ul style="list-style-type: none"> <li>- Applying condom catheter</li> <li>- Catheterizing the urinary bladder (straight &amp; indwelling)</li> <li>- Irrigating the catheter using closed system</li> <li>- Bladder irrigation</li> </ul>	Lecture & discussion Show the picture & Video play about Urinary elimination Demonstration Return demonstration	4	4	
9.5. Bowel elimination <ul style="list-style-type: none"> <li>- Administering cleansing enema</li> <li>- Changing or emptying an ostomy appliance</li> </ul>	Lecture & discussion Demonstration how practice enema simplex	3		
9.6. Medications <ul style="list-style-type: none"> <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> </ul>	Lecture & discussion Demonstration Returned demonstration	3	4	
9.7. Specimen collection <ul style="list-style-type: none"> <li>- Stool collection</li> <li>- Urine collection</li> <li>- Blood collection</li> </ul>	Lecture & discussion Demonstration Returned demonstration	3	4	
9.8. Hospital admission, discharge, dying & death care <ul style="list-style-type: none"> <li>- Admission</li> <li>- Discharge</li> <li>- Dying &amp; death</li> </ul>	Lecture, discussion & role-play	3		

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

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

Areas of practice:			
Oxygenation & suctioning			
Nutrition/Hydration			
Wound care			
Urinary elimination			
Bowel elimination			
Medication			

Rasima, H, Alhar, 58, S. Khalun, Imath, 97.

Specimen collection			
History taking			
Head to toe physical assessment			
Self-practice on history taking & physical examination			
<ol style="list-style-type: none"> <li>1. Clinical orientation</li> <li>2. Ward round</li> <li>3. Case assignment</li> <li>4. Establishing nurse-client relationship</li> <li>5. Health assessment</li> </ol>			
<b>Daily activities:</b> <ol style="list-style-type: none"> <li>1. Data collection and health assessment – History taking, physical assessment (Head to toe)</li> <li>2. Pre-conference</li> <li>3. Providing bedside care for an individual client emphasizing on basic nursing procedures according to nursing process</li> <li>4. Individual reflection</li> <li>5. Post-conference/group reflection</li> </ol> <b>Special activities:</b> <ol style="list-style-type: none"> <li>6. Special task assignment for an individual student to help meet the course requirements</li> <li>7. Selective clinical teachings based on students' interest and needs for</li> <li>8. skills</li> <li>9. Group reflection and course evaluation</li> </ol>			

**Suggested Reading Materials:**

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

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## B232: Pediatric Nursing

Subject code : B 232

Theory : 64 hours (4 Credit)

Laboratory : 12 hours (0.25 Credit)

Practice : 192 hours (2 Credit)

### Goal:

Students will be able to demonstrate knowledge and skills in providing care to pediatric clients with acute and chronic illness and be able to provide holistic care in prevention, promotion and maintenance of health of children in the context of family and community.

### Learning Objectives:

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

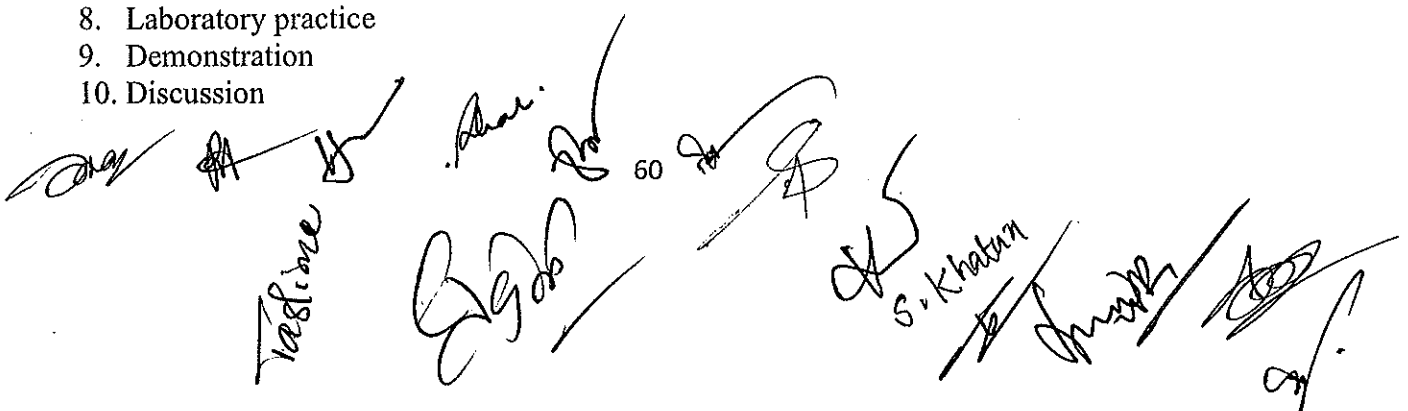
1. explain the concepts of pediatric nursing.
2. explain the common health problems of children in Bangladesh.
3. describe the concepts & domains of early childhood development.
4. explain the concept of pediatric health promotion and prevention.
5. describe the principles of sick children care with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

### Course Requirements:

3. Attend classroom study: 80%
4. Attend laboratory sessions: 80%
5. Practice: 85%

### Teaching Learning Methods:

7. Lecture
8. Laboratory practice
9. Demonstration
10. Discussion



11. Self-study
12. Quiz

### Teaching Materials/AV Aids

1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Manikins
5. Chart e.g., growth chart, IMCI chart etc.
6. Related equipment/instruments etc.

### Course in Details

Course Outline	Teaching / Learning Activities	T	L	P
1. Concept of Pediatric Nursing <ul style="list-style-type: none"> <li>- Common health problems of children in Bangladesh</li> <li>- Prevalence of acute and chronic health problems in Bangladesh</li> <li>- Roles &amp; responsibilities of a pediatric nurse</li> </ul>	Lecture Discussion Group work Role play	3	-	
2. Basic concepts of early childhood development <ul style="list-style-type: none"> <li>- Early childhood development</li> <li>- Importance of early childhood development</li> <li>- Domains of development</li> <li>- Factors influence on development</li> </ul>	Lecture Discussion Group work Case study	3	-	
4. Nursing care of newborn with abnormal condition at Birth: <ul style="list-style-type: none"> <li>- Hyperbilirubinemia</li> <li>- Hemolytic disease of the newborn</li> <li>- Blood incompatibility</li> <li>- Neonatal seizure/Convulsion</li> <li>- Neonatal sepsis</li> <li>- Complication of Prematurity and Low Birth weight baby <ul style="list-style-type: none"> <li>- Birth asphyxia</li> <li>- Birth trauma</li> <li>- Cerebral Palsy</li> <li>- Necrotizing enterocolitis (NEC)</li> </ul> </li> </ul>	Lecture Discussion Group work Case study Demonstration Simulation	6	4	
5. Nursing care of newborn with congenital anomalies <ul style="list-style-type: none"> <li>- Congenital heart disease</li> <li>- Chromosomal abnormalities including Down's</li> </ul>	Lecture Discussion Group work	10		

S. Khatun

Course Outline	Teaching / Learning Activities	T	L	P
Syndrome - Hirschsprung's Disease - Meckel's diverticulum - Hydrocephalus - Encephalitis - Conjoined twin - Cleft lip - Cleft palate - T.E Fistula - Esophageal atresia - Gastroschisis - Omphalocele - Meningocele - Imperforated anus - Club foot - Spina bifida - Ankyloglossia	Case study Demonstration Simulation			
6. Growth and development - Developmental milestones - Growth chart - Benefits of play program in child development	Lecture Discussion Role play Demonstration	2	-	
7. Child health promotion and disease prevention - Nutrition - Sleep and activity - Dental health - Injury prevention - Pain management in Children	Lecture Discussion Role play Demonstration	3	-	
8. Principles of care of sick children - Impact of illness on the child and family - Family-centered care of the child - Concept of family-centered care - Key elements of family-centered care - Strategy for family-centered care - Benefits of family-centered care	Lecture Discussion Brain storming Group work	4	-	
9. Health assessment of the child & family - A pediatric health history - Physical examination - Developmental assessment	Lecture Discussion Brain storming Group work	4	4	

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Course Outline	Teaching / Learning Activities	T	L	P
- Nutritional assessment - Family assessment	Demonstration			
10. Cardiovascular disorders - Acquired heart disease: - Rheumatic fever - Valvular heart disease - Carditis - Congestive heart failure	Lecture Discussion Case study Demonstration Simulation	5	2	
11. Hematologic and lymphatic disorders - Hemophilia - Purpura - Thalassemia - Lymphoma	Lecture Discussion Case study Demonstration Simulation	4	2	
12. Endocrine disorders - Juvenile hypothyroidism - Juvenile Diabetes Mellitus	Lecture Discussion Case study Demonstration Simulation	2		
13. Autism: - Definition - Etiology - Risk factors - Clinical manifestation - Investigation -Management	Lecture Discussion Group work Case study Role play	2		
14. Nursing care of children with malnutrition - Assessment of physical signs of malnutrition. - Assessment of body mass index (BMI) - Interpreting laboratory results. - Assessment of the patient's nutritional history. - Treating underlying conditions. - Administration of parenteral nutrition. - Determination of the availability of food. - Consultation on a dietician.	Lecture Discussion Case study Role play	2		
15. Nursing care of children with acute and chronic infection: - Nasopharyngitis, pharyngitis, tonsillitis	Lecture Discussion Case study	6		

Course Outline	Teaching / Learning Activities	T	L	P
<ul style="list-style-type: none"> <li>- Croup</li> <li>- Pneumonia</li> <li>- Neonatal conjunctivitis</li> <li>- Otitis media</li> <li>- Measles</li> <li>- Tetanus</li> <li>- Dengue fever</li> <li>- Diarrhea</li> <li>- Malaria</li> <li>- Case scenario of a child with chronic infection</li> </ul>	Role play Demonstration Simulation			
14. Nursing care of the children with neurological disorders <ul style="list-style-type: none"> <li>- Febrile convulsion</li> <li>- Meningitis</li> <li>- Encephalitis</li> <li>- Seizure and Epilepsy</li> </ul>	Lecture Discussion Group work Case study Role play Demonstration Simulation	4		
3. Nursing care of the high-risk newborn <ul style="list-style-type: none"> <li>- Disinfecting hands</li> <li>- Keeping toys clear and avoiding crowded places</li> <li>- Preventing infection through vaccination</li> <li>- Breast feeding</li> </ul>	Lecture Discussion Brain storming Group work	2	-	
17. IMCI including SCANU <ul style="list-style-type: none"> <li>- 0 to 2 months protocol</li> <li>- 2 months to 5 years protocol</li> </ul>	Lecture Discussion Group work Case study Role play Demonstration Simulation	2		

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

Clinical Practice 192 hours: Clinical practice 144 hours will be distributed by subject teachers according to importance of the topic in the relevant areas.

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

**Suggested Reading Materials:**

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

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## **B233: Medical and Surgical Nursing - I**

Subject code	: B233
Theory	: 80 hours (5 Credit)
Laboratory	: 24 hours (0.5 Credit)
Practice	: 288 hours (3 Credit)

### **Goal:**

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

### **Learning Objectives:**

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

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

### **Teaching-Learning Activities:**

1. Lecture and discussion,
2. Group assignment (group discussion and presentation):
3. Demonstration and practice session

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4. Role play
5. Self-study
6. Case discussion

**Subject Requirements:**

**Theory Part**

1. Attend theoretical class 80%
2. Attend lab session: 80%
3. Actively participate in group discussion and class presentation

**Practice Part**

1. Provide care to assigned cases 2-3 cases
2. Attend and actively participate in clinical conference
3. Submit a case study report
4. Practice as scheduled in the roaster, 85%
5. Perform practice procedures as specified in the checklist book

**Teaching Materials/AV Aids**

1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Manikins
5. Chart
6. Models
7. Related equipment/instruments etc.

**Course in Details**

Course Outlines	Teaching - Learning Activities	T	L	P
<b>1. Introduction to medical and surgical Nursing</b> <ul style="list-style-type: none"> <li>- Evolution and trends of medical and surgical nursing</li> <li>- International classification of diseases</li> <li>- Roles and responsibilities of a nurse in medical and surgical settings               <ul style="list-style-type: none"> <li>• Outpatient department</li> <li>• In-patient unit</li> <li>• Intensive care unit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role Play</li> <li>• Visit to outpatient, inpatient department, and intensive care unit</li> </ul>	2		
<b>2. Introduction to medical and surgical aepsis</b> <ul style="list-style-type: none"> <li>- Inflammation and infection</li> <li>- Wound healing- stages, influencing factors</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> </ul>	3	2	

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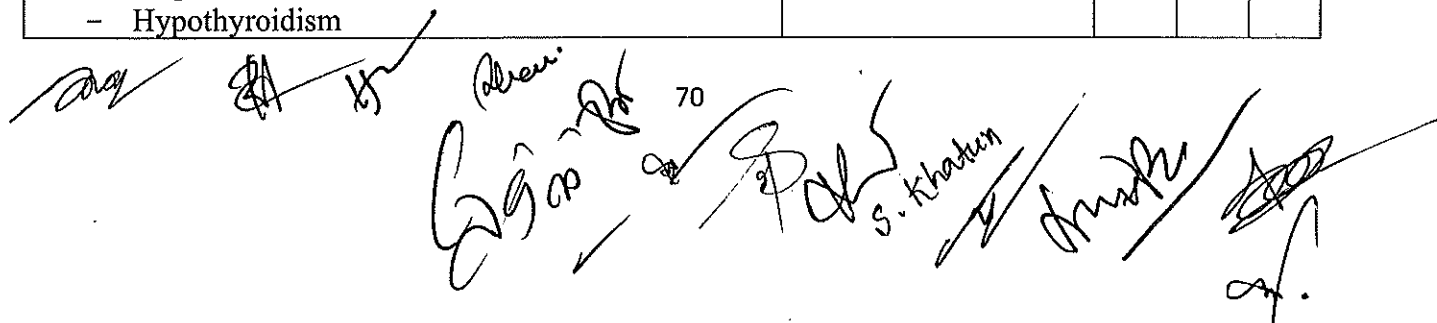


Course Outlines	Teaching - Learning Activities	T	L	P
- Wound care and dressing technique	and practice session			
<b>3. Concepts in nursing care for adults with acute and chronic illnesses</b> <ul style="list-style-type: none"> <li>- Nature of acute and chronic illness</li> <li>- Nurses' roles in care of adult clients</li> <li>- Ethical issues related to the care of adult clients</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	2		
<b>4. Nursing management of adult clients undergo surgical interventions and anaesthesia</b> <ul style="list-style-type: none"> <li>- Pre-operative care</li> <li>- Intra-operative care</li> <li>- Anaesthesia</li> <li>- Post-operative care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration, Practice session, and Case Discussion</li> <li>• Visit to receiving bay</li> </ul>	6	2	
<b>5. Adult clients with alterations in integumentary system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</b> <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of skin</li> <li>- History, physical, integumentary assessment, and diagnostic test</li> <li>- Skin infection <ul style="list-style-type: none"> <li>• Acne,</li> <li>• Allergies</li> <li>• Eczema</li> <li>• Dermatitis</li> <li>• Psoriasis</li> </ul> </li> <li>- Drug reactions and Steven Johnson's syndrome</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case Discussion</li> </ul>	6		
<b>6. Adult clients with infectious diseases: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</b> <ul style="list-style-type: none"> <li>- Dengue</li> <li>- Chicken pox</li> <li>- Cholera</li> <li>- Typhoid and paratyphoid fever</li> <li>- Leprosy</li> <li>- Chikungunya</li> <li>- COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case Discussion</li> </ul>	7		
<b>7. Adult clients with alterations in gastrointestinal</b>	<ul style="list-style-type: none"> <li>• Lecture cum</li> </ul>	22	5	

Course Outlines	Teaching - Learning Activities	T	L	P
<p><b>system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</b></p> <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of gastrointestinal system</li> <li>- History, physical, gastrointestinal assessment, and diagnostic test</li> <li>- Peptic Ulcer</li> <li>- Gastrointestinal Bleeding</li> <li>- Inflammatory Bowel Disease: Ulcerative colitis and Crohn's disease/irritable bowel syndrome</li> <li>- Gastroenteritis</li> <li>- Diverticular Disease</li> <li>- Bowel Obstruction</li> <li>- Hemorrhoid and Hernia</li> <li>- Appendicitis</li> <li>- Hepatitis</li> <li>- Cirrhosis of liver</li> <li>- Cholecystitis</li> <li>- Cholelithiasis</li> <li>- Pancreatitis</li> <li>- Pre and Postoperative management of digestive &amp; gastrointestinal surgery</li> </ul>	<p>discussion</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case Discussion</li> </ul>			
<p><b>8. Adult clients with alterations in respiratory system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</b></p> <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of respiratory system</li> <li>- History, physical, respiratory assessment, and diagnostic test</li> <li>- Common upper Respiratory Infections</li> <li>- Chronic Obstructive Pulmonary Disease               <ul style="list-style-type: none"> <li>- Bronchitis,</li> <li>- Emphysema</li> </ul> </li> <li>- Bronchiectasis</li> <li>- Asthma</li> <li>- Pneumonia</li> <li>- Pulmonary Tuberculosis</li> <li>- Pleural Effusion, Empyema</li> <li>- Lung abscess</li> <li>- Postsurgical Management of Thoracic surgery</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case presentation</li> </ul>	12	5	

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Course Outlines	Teaching - Learning Activities	T	L	P
<ul style="list-style-type: none"> <li>-Intercostal drainage (ICD) care</li> <li>-Lung exercise</li> </ul>				
<p><b>1. Basic life support (BLS) and ethical considerations</b></p> <ul style="list-style-type: none"> <li>- Recognition of emergency</li> <li>- Airway management</li> <li>- Rescue breathing</li> <li>- Chest compression</li> <li>- Principles of ethics in BLS</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration and Practice session</li> </ul>	2	4	
<p><b>10. Adult clients with alterations in nervous system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</b></p> <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of nervous system</li> <li>- History, physical, neurological assessment, and diagnostic test</li> <li>- Meningitis</li> <li>- Encephalitis</li> <li>- Neuritis</li> <li>- Epilepsy</li> <li>- Parkinson disease</li> <li>- Increased intra-cranial pressure</li> <li>- Cerebro-vascular accident (CVA)</li> <li>- Guillain-Barré syndrome</li> <li>- Rehabilitative care for clients with neurological deficits and health education for family caregivers: A case analysis</li> <li>- Pre and Postsurgical management of clients with neurological surgery</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration and Practice session</li> </ul>	10	4	
<p><b>11. Adult clients with alterations in endocrine system: Definition, etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of endocrine system</li> <li>- History, physical, endocrine assessment, and diagnostic test</li> <li>- Hypothyroidism</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration and Practice session</li> </ul>	8	2	


  
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Course Outlines	Teaching - Learning Activities	T	L	P
<ul style="list-style-type: none"> <li>- Hyperthyroidism</li> <li>- Cushing's syndrome</li> <li>- Addison's disease</li> <li>- Diabetes mellitus</li> <li>- Diabetes insipidus</li> </ul>				

**Practical Part = 288 hrs.**

**Clinical practice** to meet the objectives of the course

**Clinical teaching:**

- ICD Care
- Ventriculostomy care
- Colostomy care
- Glasgow Coma Scale (GCS)
- Blood transfusion
- Lumber puncture
- Gastric gavage & lavage
- and others as appropriate

**Clinical conference (Pre & Post):**

Selected interesting cases in the ward

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

**Suggested Reading Materials:**

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

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## B224: Pharmacology

Subject code : B 224

Theory : 40 hours (2.5 Credit)

Laboratory : 24 hours (0.25 Credit)

Practice : 0

### Goal:

After completion of the subject, the students will acquire an understanding of basic pharmacology and obtain pharmacologic information on the actions and effects of drugs used in nursing practice.

### Learning Objectives:

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

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

### Subject Requirements:

- Attend in theory part: 80%
- Attend in lab session: 80%

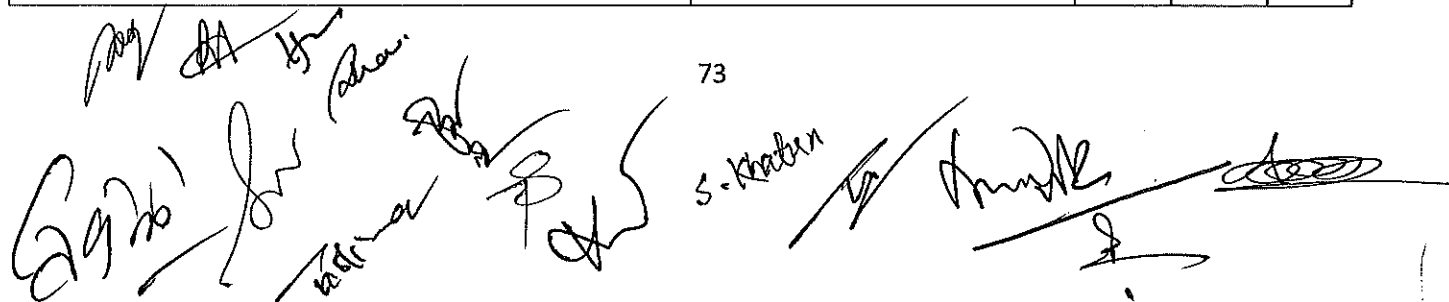
### Teaching Materials/AV Aids

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

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### Course in Details

Course Outlines	Teaching - Learning Activities	T	L	P
1. Introduction to Pharmacology and branches of pharmacology: - Terminology	Lecture and discussion	4		
2. National essential drugs	Lecture and discussion, brain storming	2	6	
3. Classification and form of drugs and preparation & drug calculation: -High alert medication	Lecture and discussion, group work and presentation	4		
4. Antibiotics - Classification - Action -Adverse effect and its management	Lecture and discussion, brain storming	4		
5. Anti-parasitic drugs - Actions -Adverse effects and its management	Lecture and discussion, brain storming	2		
6. Anti-inflammatory drugs - Actions -Adverse effects and its management	Lecture and discussion, brain storming	2		
7. Antipyretics and analgesics - Non-opioids - Opioids - Actions - Adverse effects and its management	Lecture and discussion, brain storming	4		
8. Drug affecting gastro-biliary system - Actions - Adverse effects of drugs and its management	Lecture and discussion	2	4	
9. Drug affecting urinary system - Actions - Adverse effects of drugs and its management	Lecture and discussion	2		
10. Drug affecting cardio-vascular system - Actions - Adverse effects and its management	Lecture and discussion	2	6	



Course Outlines	Teaching - Learning Activities	T	L	P
11. Drug affecting respiratory system - Actions - Adverse effects and its management	Lecture and discussion	2		
12. Drug affecting endocrine system - Actions Adverse effects and its management	Lecture and discussion	2	8	
13. Drug affecting nervous system - Actions - Adverse effects and its management	Lecture and discussion	2		
14. Drug affecting anti-psychotic drugs - Actions - Adverse effects and its management	Lecture and discussion	2		
15. Drug affecting anti-neoplastic drugs - Actions - Adverse effects and its management	Lecture and discussion	2		
16. Drug affecting immunosuppressive agents - Actions - Adverse effects and its management	Lecture and discussion	2		

#### Suggested Reading Materials:

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

## **B235: Traumatology and Orthopedic Nursing**

**Subject Code : B235**

**Theory : 80 hours (5 Credits)**

**Laboratory : 12 hours (.25 Credit)**

**Practice : 192 hours (2 Credits)**

### **Goal**

The goal of the subject is to acquire knowledge and skill regarding Traumatology & Orthopedic Nursing.

### **Learning objectives**

At the end of the course, the students will be able to -

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

### **Subject Requirements:**

#### **Theory Part**

1. Attend classroom study 80%
2. Actively participate in group assignment and class presentation
3. Attend practice 85%

#### **Practice Part**

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

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- a. a selected case assignment regarding issues related to improving self-care ability of orthopedic clients and involve family member participation (individual work)
  - b. a group of clients composed of visitors of orthopedic patients regarding injury prevention and safety (group work)
5. Practice as scheduled in the roaster, 85%
  6. Perform practice procedures as specified in the checklist book

**Teaching learning activities:**

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

**Teaching Materials/AV Aids**

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

**Course in Details**

Course Outlines	Teaching /Learning Activities	T	L	P
<b>1. Introduction to traumatology and orthopedic nursing</b> <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of the musculoskeletal system</li> <li>- Concept of traumatology and orthopedic nursing</li> <li>- Common orthopedic problems: Acute and chronic conditions</li> <li>- Psychosocial and spiritual aspects</li> <li>- Roles and responsibilities of orthopedic nurses</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Brain storming</li> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> <li>• Quiz</li> </ul>	10		
<b>2. 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>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> <li>• Assignment</li> <li>• Quiz</li> <li>• VAL</li> </ul>	4		

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Course Outlines	Teaching /Learning Activities	T	L	P
<b>3. Fracture and dislocation</b> <ul style="list-style-type: none"> <li>- Terminology</li> <li>- Types of fracture and dislocation</li> <li>- Mechanisms of injury and Pathophysiology</li> <li>- Complications</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> <li>• Assignment</li> <li>• VAL</li> </ul>	4		
<b>4. Nursing management of clients with fracture and/or dislocation</b> <ul style="list-style-type: none"> <li>- <b>Closed treatments:</b> <ul style="list-style-type: none"> <li>• Closed reduction</li> </ul> </li> <li>- <b>Open treatments:</b> <ul style="list-style-type: none"> <li>• Open reduction</li> <li>• Internal fixation</li> <li>• Open fracture</li> </ul> </li> <li>- <b>Nursing management of fracture and dislocation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Presentation</li> <li>• VAL</li> </ul>	10		
<b>5. Nursing management of clients undergoing orthopedic surgery</b> <ul style="list-style-type: none"> <li>- Common orthopedic surgery</li> <li>- Fixation</li> <li>- Amputation</li> <li>- Joint fusion (arthrodesis)</li> <li>- Joint replacement (arthroplasty)</li> <li>- Skin grafting</li> <li>- Preoperative care</li> <li>- Postoperative care</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> <li>• VAL</li> <li>• Demonstration</li> <li>• Case study</li> </ul>	10	4	
<b>6. Immobilization</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Purposes</li> <li>- Types</li> <li>- Indications</li> <li>- Adverse health effects</li> <li>- Nursing management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Written Assignment</li> <li>• Quiz</li> </ul>	6	4	
<b>7. Use of orthopedic devices</b> <ul style="list-style-type: none"> <li>- Casts and splints</li> <li>- External fixators</li> <li>- Traction (skin, skull, skeletal)</li> <li>- Nursing management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• VAL</li> </ul>	6	4	
<b>8. Nursing management of clients with Rheumatoid arthritis:</b>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum</li> </ul>	4		

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

**Practical Part = 192 hrs.**

**Clinical practice** to meet the objectives of the course

**Clinical teaching:**

- Bandaging
- Use of different types of orthopedic devices
- Positioning
- Range of motion (ROM)
- and others as appropriate

**Clinical conference:**

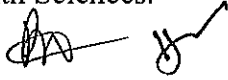
Selected interesting cases in the ward

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





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**Suggested Reading Materials:**

1. Halstead, J. A., & Stoten, S. (2010). *Orthopedic nursing: Caring for patients with musculoskeletal disorders*. Bridgewater: Western Schools.
2. Clarke, S., & Drozd, M. (Eds.). (2023). *Orthopaedic and trauma nursing: An evidence-based approach to musculoskeletal care*. John Wiley & Sons.
3. G. Kibria. (2022). *Textbook of Orthopedic Nursing*. Neuron Publication
4. Thompson, S. R., & Zlotolow, D. A. (2011). *Handbook of Splinting and Casting*. Elsevier Health Sciences.

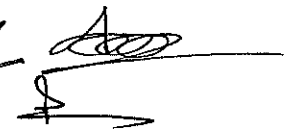

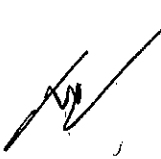


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## B226: Nutrition and Dietetics

Subject code : B226

Theory :40 hours (2.5 Credits)

Laboratory : 12 hours (0.25 Credit)

Practice : 48 hours (0.5 Credit)

### Goal:

Students will have a basic understanding of normal nutrition in relation to maintenance of health and prevention of nutritional deficits and nutritional related health problems.

### Learning Objectives:

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

1. identify the importance of nutrition in health and wellness.
2. apply nutrient and dietary modifications in caring patients.
3. explain the principles and practices of nutrition and dietetics.
4. identify nutritional needs of different age groups and plan a balanced diet for them.
5. identify the dietary principles for different diseases.
6. plan therapeutic diet for patients suffering from various disease conditions.
7. prepare meals using different methods and cookery rules.
8. organize food fare program.
9. demonstrate the process of identifying individual's needs/expectations/responses to actual or potential health problems in the context of family and community across the life span based on assessed data.
10. explain concept of nutrition, food & dietetics.
11. explain common nutrition related health problems of Bangladesh.
12. describe elements in nutritional assessment.
13. Explain the food hygiene & process of food preservation
14. Demonstrate ability to identify the nutritional needs & support in different groups of people in the hospital & in the community.

### Course Requirements:

1. Classroom attendance: 80%
2. Lab practice:80%
3. Clinical practice:85%

### Teaching Learning activities

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

### Teaching Materials/AV Aids

1. Laptop

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2. Multimedia Projector
3. White board & Marker
4. Chart e.g., growth chart, IMCI chart etc.
5. Related equipment/instruments etc.

**Course in Details**

Course Outline	Teaching learning activities	T	L	P
<b>1. Introduction to Nutrition</b> <b>Concept</b> <ul style="list-style-type: none"> <li>• Definition of Nutrition &amp; Health</li> <li>• Malnutrition – Under Nutrition &amp; Over Nutrition</li> <li>• Role of Nutrition in maintaining health</li> <li>• Factors affecting food and nutrition</li> </ul> <b>Nutrients</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Macro &amp; Micronutrients</li> <li>• Organic &amp; Inorganic</li> <li>• Energy Yielding &amp; Non-Energy Yielding</li> </ul> <b>Food</b> <ul style="list-style-type: none"> <li>• Classification – Food groups</li> <li>• Origin</li> </ul> <b>Energy</b> <ul style="list-style-type: none"> <li>• Unit of energy – Kcal</li> <li>• Basal Metabolic Rate (BMR)</li> <li>• Factors affecting BMR</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum Discussion</li> <li>• Charts/Slide</li> </ul>	6		

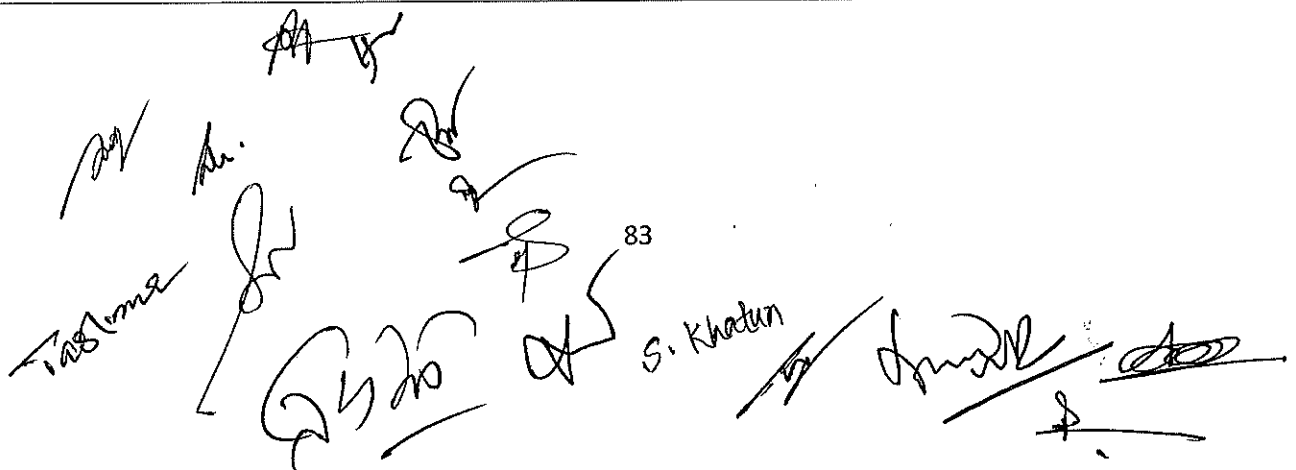
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Course Outline	Teaching learning activities	T	L	P
<p><b>. Macronutrients</b></p> <p><b>2.1 Carbohydrates</b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Recommended Daily Allowance (RDA)</li> <li>• Dietary sources</li> <li>• Functions</li> </ul> <p><b>2.2 Proteins</b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Eight essential amino acids</li> <li>• Functions</li> <li>• Dietary sources</li> <li>• Protein requirements –RDA</li> </ul> <p><b>2.3 Fats</b></p> <ul style="list-style-type: none"> <li>• Classification – Saturated &amp; unsaturated</li> <li>• Calorie value</li> <li>• Functions</li> <li>• Dietary sources of fats and fatty acids</li> <li>• Fat requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides Models</li> <li>• Display of food items</li> <li>• Food Fair</li> </ul>	6		
<p><b>3. Micronutrients-Classification, Functions, Dietary Sources and RDA of every vitamin of-</b></p> <ul style="list-style-type: none"> <li>• <b>Vitamins</b></li> <li>• <b>Minerals</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	4		
<p><b>4. Balanced diet</b></p> <ul style="list-style-type: none"> <li>• Definition, principles, importance, Benefits and components.</li> <li>• Menu planning</li> <li>• Calculation of nutritive value of foods</li> </ul> <p><b>5. Human needs of Nutrients across life span</b></p> <p>Diet plan for different age groups</p> <ul style="list-style-type: none"> <li>• Infant, Children, adolescents and elderly</li> <li>• Diet in pregnancy</li> <li>• Anemia in pregnancy</li> <li>• Nutrition in lactation</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Menu planning</li> <li>• Slides /charts</li> </ul>	4		

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Course Outline	Teaching learning activities	T	L	P
<b>6. Nutrition related health problem</b> <ul style="list-style-type: none"> <li>• Protein energy malnutrition</li> <li>• Childhood obesity</li> <li>• Vitamin deficiency disorders</li> <li>• Mineral deficiency diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Charts/video</li> <li>• Role play</li> <li>• Brain storming</li> <li>• Model</li> <li>• Presentation</li> </ul>	4		
<b>7. Therapeutic diets</b> <ul style="list-style-type: none"> <li>• Definition, Objectives, Principles</li> <li>• Modifications –Consistency, Nutrients,</li> <li>• Feeding techniques.</li> <li>• Diet in Diseases –Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre- and Post-operative period</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Menu planning</li> <li>• Brain storming</li> <li>• Lab session on-- <ul style="list-style-type: none"> <li>• Preparation of balanced diet for different categories</li> <li>• Helping clients to eat</li> </ul> </li> </ul>	4	8	
<b>8. Cooking rules, preservation of nutrients and Food safety</b> <ul style="list-style-type: none"> <li>• Cooking – Methods, Advantages and Disadvantages</li> <li>• Preservation of nutrients</li> <li>• Measures to prevent loss of nutrients during preparation</li> <li>• Safe food handling and Storage of foods</li> <li>• Food preservation</li> <li>• Food adulteration</li> <li>• Food safety importance</li> <li>• Food safety regulatory measures in Bangladesh</li> <li>• Five keys to safer food</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Group discussion charts /slides</li> <li>• Poster presentation</li> <li>• Field visit (dietary department)</li> </ul>	4		


  
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Course Outline	Teaching learning activities	T	L	P
<p><b>9. Dietary patterns and nutrition related to health and illness</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Residential area: urban vs rural</li> <li>• Economic status (low, middle, high)</li> <li>• Family education</li> <li>• Food availability and distribution</li> <li>• Religion</li> <li>• Rituals</li> <li>• Personal factors: preference, age, gender, health status</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts /Slides</li> <li>• presentation</li> <li>• Group Discussion</li> </ul>	4		
<p><b>10. Nutrition assessment and nutrition education</b></p> <ul style="list-style-type: none"> <li>• Objectives of nutritional assessment</li> <li>• Methods of assessment –clinical examination, anthropometry, laboratory &amp; biochemical assessment, assessment of dietary intake</li> <li>• Nutrition education –purposes, principles and methods</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Writing nutritional assessment report</li> <li>• Health education session</li> <li>• Field trip</li> <li>• Clinical teaching</li> </ul>	4		
<p><b>Practice part: 48 hours</b></p> <p>Clinical Practice to meet the objectives of the course</p> <ul style="list-style-type: none"> <li>• Observing food and food service in the hospital ward assisting patient to eat and also visit hospital kitchen.</li> <li>• Observing how nurses provide tube feeding in the hospital setting and students will provide tube feeding accordingly</li> <li>• Visit the nutrition related institute</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange the student to visit and observe food service department and hospital ward and write-up a report.</li> <li>• Observe the students during tube feeding practice to the patients.</li> </ul>			


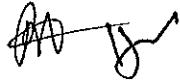
**Suggested Reading Materials:**

1. Shubhangini, A. J. (2015). Nutrition and dietetics. McGraw-Hill.


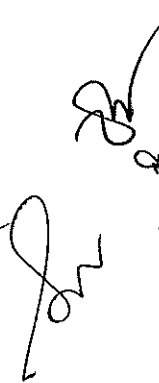
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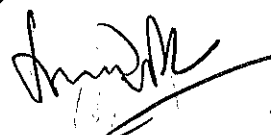
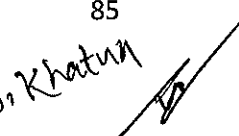
2. Best, C. (2008). Nutrition: A Handbook for nurses. John Wiley & Sons.
3. Supriya, V. (2017). Clinical Nutrition and Dietetics Manual for Nurses. Jaypee Medical Publishers, India.
4. Sharma, M. (2017). Textbook of Nutrition. CBS Publishers & Distributors Pvt.Ltd, India.
5. Clement, I. (2015). Textbook on Nutrition and Dietetics: For Post Basic BSc Nursing Students. Jaypee Brothers Medical Publishers.



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## B237: Forensic Nursing, Laws and Ethics

**Subject code : B237**

**Theory : 32 hours (2 Credits)**

**Laboratory : 0**

**Practice : 48 hours (0.5 Credit)**

**Goal:**

The goal of this subject is to help students to know the importance of forensic science, laws and ethics used in nursing practice.

**Learning Objectives:**

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

1. describe professionalism in nursing, ethics, bioethics and forensic nursing.
2. discuss on profession and professionalism, professional code of conduct and professional values in nursing practice.
3. demonstrate professional code of conduct set by the BNMC and ICN.
4. identify various regulatory bodies and professional organizations related to nursing.
5. demonstrate the role and responsibilities in providing compassionate care in the healthcare setting.
6. explain the basic concepts and principles of ethics and bioethics, dilemmas in nursing and healthcare.
7. analyze ethical and legal issues in the professional nursing practice, and patient 's rights.
8. discuss the importance of forensic nursing and significance of evidence-based investigations.
9. explain ethical dilemmas and challenges in forensic nursing.
10. discuss emerging issues in forensic nursing in Bangladesh.

**Subject Requirements:**

- Attend in theory part: 80%
- Attend in practice: 85%

**Teaching Materials/AV Aids**

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

**Course in Details**

Course Outlines	T	L	P
<b>1. Introduction to Ethics, Healthcare Laws and Forensic Nursing:</b>	<b>2</b>		

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Course Outlines	T	L	P
<ul style="list-style-type: none"> <li>- Definition of ethics and code of ethics, Importance of code of ethics and professional conduct, Elements of code of ethics, Nurses and the profession and Forensic Nursing.</li> <li>- Ethical Principles.</li> <li>- Description of professional conduct and Principles of Professional Conduct</li> </ul>			
<p><b>2. Introduction to Ethics and Bioethics</b></p> <ul style="list-style-type: none"> <li>- Definition of ethics and bioethics,</li> <li>- Importance of ethics and bioethics,</li> <li>- Code of ethics,</li> <li>- Importance of code of ethics,</li> <li>- Elements of code of ethics,</li> <li>- Ethical Principles applied to nursing:               <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Autonomy/Freedom of choice</li> <li>• Beneficence</li> <li>• Care without discrimination.</li> <li>• Confidentiality</li> <li>• Fidelity</li> <li>• Integrity</li> <li>• Justice</li> <li>• Moral courage</li> <li>• Non-maleficence</li> <li>• Respect for dignity</li> <li>• Respect for self-worth</li> <li>• Respects to patients,</li> <li>• Self-determination</li> <li>• Veracity</li> </ul> </li> </ul>	2		
<p><b>3. Professional Considerations in Nursing:</b></p> <ul style="list-style-type: none"> <li>- <b>Legal and Ethical Issues:</b> <ul style="list-style-type: none"> <li>• Nursing as a profession – Characteristics of a professional nurse.</li> <li>• Nursing practice – philosophy, aim and objectives.</li> <li>• Regulatory body – Roles, responsibilities and functions BNMC.</li> </ul> </li> <li>- <b>Professional ethics:</b> <ul style="list-style-type: none"> <li>• Code of ethics and professional conduct – BNMC &amp; ICN</li> <li>• Practice standards for nursing – BNMC &amp; ICN</li> <li>• International Council for Nurses (ICN)</li> </ul> </li> <li>- <b>Legal aspects in nursing practice:</b> <ul style="list-style-type: none"> <li>• Protection of patient rights,</li> <li>• Legal system related to nursing practice, such as tort</li> </ul> </li> </ul>	2		

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Course Outlines	T	L	P
law & liabilities law, rules and regulations and allied legal issues, <ul style="list-style-type: none"> <li>• Laws related to nursing practice, such as negligence, malpractice, breach, and penalties,</li> <li>• Invasion of privacy, and defamation of character, name and fame,</li> <li>• Nursing regulatory system, such as registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner and specialist nursing practice and allied practice.</li> </ul>			
<b>4. Professionalism</b> <ul style="list-style-type: none"> <li>- Definition of professionalism</li> <li>- Concepts and characteristics, attributes and indicators of professionalism,</li> <li>- Challenges and obstacles of professionalism,</li> <li>- Personal identity vs professional identity,</li> <li>- Preservation of self-integrity,</li> <li>- Communication &amp; Relationship with team members, Respectful communication and relationship,</li> <li>- Ensuring relevant interests for ethical decision making,</li> <li>- Professional relationship with patients, family members, and the community.</li> <li>- Maintenance of high standard of professional ethics,</li> <li>- Adherence to laws, rules, regulations, policy and procedures.</li> <li>- Refrain from misleading patient about information and falsifying records.</li> </ul>	2		
<b>5. Professional Conduct</b> <ul style="list-style-type: none"> <li>- Following ethical principles</li> <li>- Adhering to policies, rules and regulation of the institutions</li> <li>- Professional etiquettes and behaviors</li> <li>- Professional grooming: Uniform, Dress code</li> <li>- Professional boundaries: Professional relationship with the patients, caregivers and team members.</li> </ul>	2		
<b>6. Values</b> <ul style="list-style-type: none"> <li>- Definition of value</li> <li>- Characteristics of value</li> <li>- Clarification of value</li> <li>- Personal and professional values</li> <li>- Professional socialization: Integration of professional values with personal values.</li> <li>- <b>Values of Professional Conduct:</b></li> </ul>	2		

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Course Outlines	T	L	P
<ul style="list-style-type: none"> <li>- Relationship between culture and nursing ethics,</li> <li>- Delivery of nursing care within the healthcare settings and systems.</li> <li>- Nurses' ethical behaviors and accountability,</li> <li>- Uphold the patient rights &amp; responsibilities</li> </ul>			
<p><b>9. Professional Behavior</b></p> <ul style="list-style-type: none"> <li>- Adhering to policies, rules and regulation of the institutions,</li> <li>- Following ethical principles,</li> <li>- Professional dress code,</li> <li>- Professional etiquettes and behaviors,</li> <li>- Professional relationship with the patients, caregivers and team members.</li> </ul>	<b>1</b>		
<p><b>10. Regulatory body</b></p> <ul style="list-style-type: none"> <li>• Bangladesh Nursing and Midwifery Council (BNMC)</li> </ul> <p><b>10.1. Introduction to BNMC:</b></p> <ul style="list-style-type: none"> <li>• Vision, Mission, Goal, Objectives and Functions.</li> <li>• Professional ethics, Ethical practice, and Nursing ethics and codes.</li> <li>• Code of conducts, regulations and professional standards set by the BNMC,</li> <li>• Legislation affecting nursing profession,</li> <li>• Nursing ethics and practice, and right of the people and professional standards.</li> <li>• <b>Application of the code:</b></li> <li>• What the code does not do,</li> <li>• Implementation,</li> <li>• Provision of improvement,</li> <li>• Interpretation,</li> <li>• Dissemination, and</li> <li>• Sanctions.</li> <li>• <b>Declaration:</b></li> <li>• Declaration required prior to registration.</li> <li>• Each applicant must read, understand and sign the declaration form provided by the Bangladesh Nursing and Midwifery Council.</li> </ul> <p><b>10.2. Professional Organizations of Nurses, Midwives and Students</b></p> <ul style="list-style-type: none"> <li>• Bangladesh Nurses Association (BNA),</li> <li>• Bangladesh Midwifery Society (BMS),</li> <li>• Bangladesh Diploma Nurses' Association (BDNA)</li> <li>• Student Nurses Association (SNA),</li> </ul>	<b>4</b>		

Course Outlines	T	L	P
<b>10.3. International Association:</b> <ul style="list-style-type: none"> <li>- International Council of Nurses (ICN) and</li> <li>- International Confederation of Midwives (ICM)</li> </ul>			
<b>11. Most Common Violations of Ethical Issues</b> <ul style="list-style-type: none"> <li>- Violations of patient privacy,</li> <li>- Failure to promote a safe healthcare environment,</li> <li>- Ethical dilemmas regarding informed consent,</li> <li>- Lack of professional growth,</li> <li>- Allowing personal biases and/or beliefs to interfere with patient care.</li> <li>- Failure to report suspected impairment of a coworker/peer,</li> <li>- Withholding important information from patients about their health,</li> <li>- Avoiding action against questionable practices,</li> <li>- Not accepting responsibility for one's judgment and nursing actions,</li> <li>- Delegating assignments to the appropriate person.</li> </ul>	2		
<b>12. Ethical issues and ethical dilemma</b> <b>Common ethical problems:</b> <ul style="list-style-type: none"> <li>- Conflict of interest,</li> <li>- Paternalism,</li> <li>- Deception,</li> <li>- Privacy and confidentiality,</li> <li>- Valid consent and refusal,</li> <li>- Allocation of scarce nursing resources,</li> <li>- Conflicts concerning new technologies,</li> <li>- Whistle-blowing.</li> </ul>	1		
<b>13. Ethical decision-making process</b> <ul style="list-style-type: none"> <li>- Assess the situation (collect information)</li> <li>- Identify the ethical problems</li> <li>- Identify the alternative decisions</li> <li>- Choose the solution to the ethical decision</li> <li>- Implement the decision</li> <li>- Evaluate the decision</li> </ul> <b>13.1. Roles and responsibilities of Ethics Committee:</b> <ul style="list-style-type: none"> <li>- Investigate the challenges,</li> <li>- Clinical decision making,</li> <li>- Research,</li> <li>- Recording and reporting</li> </ul>	2		

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S. Khatun

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Course Outlines	T	L	P
<p><b>14. Forensic Science:</b></p> <ul style="list-style-type: none"> <li>- Introduction to Forensic Science</li> <li>- History and development</li> <li>- Definition of <b>Forensic Science</b></li> <li>- Scope of practice</li> <li>- Principles</li> <li>- Services provided by Forensic Nurses</li> <li>- Concepts &amp; Features</li> <li>- Importance of Forensic nursing</li> <li>- Domain of forensic nursing</li> <li>- Ethical issues in forensic nursing</li> <li>- Legal aspect of Forensic nursing</li> <li>- Role and responsibility of Forensic Nurses</li> <li>- Common Forensic Challenges: Gender Based Violence, Ethical Practices, Vulnerable populations, Sexual Abuse, Abuse of Elder People, Death Investigation, Evidence Collection, DNA, Photography, Internet Crimes, Human Trafficking, Sexual Assault, Clinical Management of Rape (CMR) and Examinations, Trial, Testimony and Reporting.</li> </ul> <p><b>14.1. Forensic Issues</b></p> <ul style="list-style-type: none"> <li>- Principles, concepts &amp; features of Forensic Nursing</li> <li>- Importance of Forensic Nursing</li> <li>- Domain of forensic nursing</li> </ul>	6		

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Course Outlines	T	L	P
<ul style="list-style-type: none"> <li>- Ethical issues in forensic nursing</li> <li>- Legal aspect of Forensic nursing</li> <li>- Scope of practice for Forensic Nurses</li> <li>- Role and responsibility of Forensic Nurses</li> <li>- Common Challenges of Forensic Nurses:               <ul style="list-style-type: none"> <li>• Gender Based Violence,</li> <li>• Ethical Practices,</li> <li>• Vulnerable populations,</li> <li>• Sexual Abuse,</li> <li>• Abuse of Elder People,</li> <li>• Death Investigation,</li> <li>• Evidence Collection,</li> <li>• DNA (Deoxyribonucleic acid) Sequencing,</li> <li>• Photography,</li> <li>• Internet Crimes,</li> <li>• Human Trafficking,</li> <li>• Sexual Assault,</li> <li>• Clinical Management of Rape (CMR),</li> <li>• Examinations,</li> <li>• Trial and Testimony,</li> <li>• Recording and Reporting.</li> </ul> </li> </ul>	1		

**Suggested Reading Materials:**

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

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S. Khafun

## 3<sup>rd</sup> Year

### **B331: Gerontological Nursing**

**Subject Code : B331**

**Theory : 48 hours (3 Credits)**

**Laboratory : 0**

**Practice : 96 hours (1 Credit)**

#### **Goal:**

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

#### **Learning Objectives**

**Upon completion of the course the students are able to-**

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

#### **Subject requirements:**

- Attend in theory part: 80%
- Attend in practice: 85%

#### **Teaching Materials/AV Aids**

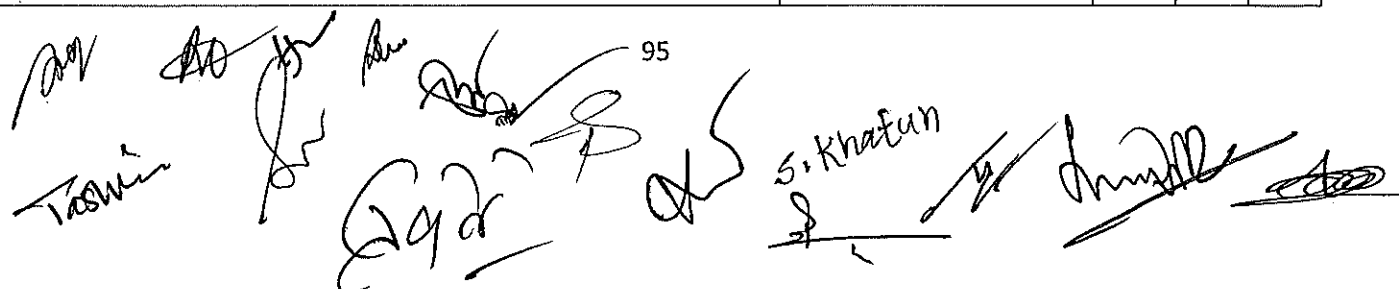
1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Related equipment/instruments etc.

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*S. Khatun*  
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### Course in Details

Course Outlines	Teaching - Learning Activities	T	L	P
1. Introduction to gerontological nursing <ul style="list-style-type: none"> <li>- Elder population in Bangladesh</li> <li>- Demographic Trends (Life Expectancy, Morbidity &amp; Mortality)</li> <li>- Overview of health policy related to the elderly care</li> </ul>	Lecture & discussion	04		
2. Concept of gerontological nursing <ul style="list-style-type: none"> <li>2.1 Nursing and the elderly                             <ul style="list-style-type: none"> <li>- Health care setting and services for the elderly</li> <li>- Nurse's roles in elderly care &amp; attitude towards elderly care</li> </ul> </li> </ul>	Lecture & discussion	02		
3. Overview of common aging changes	Lecture & discussion	02		
4. Theories of Aging <ul style="list-style-type: none"> <li>- Theories related to aging people</li> </ul>	Lecture & discussion	02		
5. Common health problems of elder population in Bangladesh	Lecture & discussion	02		
6. Care of elderly with specific problems <ul style="list-style-type: none"> <li>- Falls in the elderly</li> <li>- Mobility problems</li> <li>- Musculoskeletal problems</li> <li>- Incontinence &amp; elimination problems</li> <li>- Cardiovascular problems</li> <li>- Endocrine problems</li> <li>- Sensory problems</li> </ul>	Lecture & discussion Group assignment & presentation	10		
7. Concept of healthy aging <ul style="list-style-type: none"> <li>- Importance of healthy aging</li> <li>- Healthy aging differs from active aging</li> <li>- Factors of the healthy aging</li> <li>- Pillars of healthy ageing</li> <li>- Strategies of promoting healthy ageing</li> </ul>		10		
8. Concept of integrated care of older people <ul style="list-style-type: none"> <li>- Model of integrated care of older model</li> </ul>				
9. Health promotion and illness prevention strategies for older/senior client <ul style="list-style-type: none"> <li>- Concepts of health promotion and illness prevention strategies for older people</li> <li>- Activity and exercise</li> <li>- Nutrition and elimination</li> </ul>	Lecture & discussion Group assignment & presentation	08		

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S. Khafun

Course Outlines	Teaching - Learning Activities	T	L	P
<ul style="list-style-type: none"> <li>- Sleep and rest</li> <li>- Safety (include medication)</li> <li>- Psychological well-being and spirituality</li> </ul>				
10. Nursing process in providing holistic nursing care for elderly clients with common and specific health problems <ul style="list-style-type: none"> <li>- Nursing process in elderly care</li> <li>- Holistic gerontological care</li> </ul>	Lecture & discussion Role play	02		
11. Gerontological care issues <ul style="list-style-type: none"> <li>- Coping with chronic illness</li> <li>- Family role and elderly care</li> <li>- Death and bereavement in old age</li> <li>- Elder abuse</li> </ul>	Lecture & discussion Role play	06		

**Practice part: 1 (96 hrs)**

Number of hours	Topic	Teaching learning activities
Day 1	<b>Subject orientation</b> <b>Ward orientation</b> Clinical practice to meet the objectives of the course	<ul style="list-style-type: none"> <li>• Discussion on course syllabus</li> <li>• Students should be writing personal goal &amp; commitment</li> </ul>
Day 2 to the end of the clinical practice	<b>Clinical teaching:</b> <ul style="list-style-type: none"> <li>• Fall prevention</li> <li>• Skin protection &amp; skin care</li> <li>• Incontinence and elimination problem and management</li> <li>• Therapeutic relationship with respective elderly client</li> </ul> <b>Clinical conference:</b> Selected interested cases in the old home & gerontological ward	Introduce students to ward staff, nurses or old home nurses & environment Assign cases (elder clients with medical, surgical & old home) Bedside teaching Conference led by the students

**Suggested Reading Materials:**

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

## **B332: Psychiatry and Mental Health Nursing**

**Subject code : B332**

**Theory : 64 hours (4 Credits)**

**Laboratory : 0**

**Practice : 192 hours (2 Credits)**

### **Goal**

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

### **Learning Objectives:**

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

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

### **Subject 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 and/or psychiatric 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. 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)

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2. Attend and actively participate in clinical presentation in presence of Guide/ Mentor such as nurse SSN, Supervisor, Nurse Instructor as scheduled
3. Write and submit a case study report
4. Submit written therapeutic interactions of an assigned client
5. Practice as scheduled in the roaster - 85%
6. Perform practice procedures as specified in the checklist book
7. Complete Health Education project as planned
8. Submit self-analysis reports every week.

**Teaching-learning Methods**

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

**Teaching Materials/AV Aids**

1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Related equipment/instruments

**Course in Details**

Course Outlines	T	L	P
1. Introduction to Psychiatric Nursing <ul style="list-style-type: none"> <li>- The Principles and Concepts of psychiatric nursing &amp; its importance</li> <li>- Mental Health</li> <li>- Determinants of mental health</li> <li>- Mental Health Illness Continuum</li> <li>- Determinants of mental illness</li> <li>- Cultural and socioeconomic factors related to mental health care</li> <li>- Ethical and legal Issues</li> <li>- Basic rights of mentally ill person</li> <li>- Psychiatric nursing process</li> <li>- Community mental health nursing</li> </ul>	6		

Course Outlines	T	L	P
2. Concept of bio-psycho-social model 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> </ul>	4		
3. Mental Health Assessment <ul style="list-style-type: none"> <li>- History taking</li> <li>- Mental status examination</li> <li>- Mini-mental status examination</li> <li>- Neurological examination</li> <li>- Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li> <li>- Psychological tests</li> </ul>	4		
4. Psychotherapeutic modalities <ul style="list-style-type: none"> <li>- Psychopharmacology</li> <li>- Electro Convulsive Therapy (ECT)</li> <li>- Psychological Therapies: Psychotherapy, Behavior Therapy, CBT</li> <li>- Psychosocial: Group therapy, Family therapy, Recreational therapy, Occupational therapy</li> <li>- Alternative and Complementary: Yoga, Meditation, Relaxation</li> </ul>	4		
5. Therapeutic Communication <ul style="list-style-type: none"> <li>- Definition</li> <li>- Purpose</li> <li>- Techniques</li> <li>- Key elements</li> </ul>	2		
6. Schizophrenia and other psychotic disorders <ul style="list-style-type: none"> <li>- Definition</li> <li>- Etiology</li> <li>- Signs and symptoms</li> <li>- Nursing management</li> <li>- Treatment modalities of patients with Schizophrenia</li> </ul>	2		
7. Mood disorders <ul style="list-style-type: none"> <li>- Definition</li> <li>- Classification</li> <li>- Etiology</li> <li>- Signs and symptoms</li> <li>- Nursing management</li> <li>- Treatment modalities of patients with mood disorders</li> </ul>	2		

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Course Outlines	T	L	P
8. Anxiety disorders <ul style="list-style-type: none"> <li>- Definition</li> <li>- Classification</li> <li>- Etiology</li> <li>- Signs and symptoms</li> <li>- Nursing management</li> <li>- Treatment modalities of patients with anxiety disorders</li> </ul>	4		
9. Psychosomatic illnesses and somatoform disorders <ul style="list-style-type: none"> <li>- Definition</li> <li>- Etiology</li> <li>- Signs and symptoms</li> <li>- Nursing management</li> <li>- Treatment modalities of patients with psychosomatic illnesses and somatoform disorders</li> </ul>	4		
10. obsessive compulsive disorder (OCD) <ul style="list-style-type: none"> <li>- Definition</li> <li>- Etiology</li> <li>- Signs and symptoms</li> <li>- Nursing management</li> <li>- Treatment modalities of patients with obsessive compulsive disorder (OCD)</li> </ul>	4		
11. Delirium and dementia <ul style="list-style-type: none"> <li>- Definition</li> <li>- Etiology</li> <li>- Signs and symptoms</li> <li>- Nursing management</li> <li>- Treatment modalities and nursing management of patients with delirium, dementia</li> <li>- Treatment modalities of patients with delirium, dementia</li> </ul>	2		
12. Drugs and substances abused disorders <ul style="list-style-type: none"> <li>- Definition</li> <li>- List of common drugs and substances which are abused</li> <li>- Etiology</li> <li>- Signs and symptoms</li> <li>- Detrimental effects of drugs and substances abused</li> <li>- Nursing management</li> <li>- Treatment modalities of patients with drugs and substances abused disorders</li> </ul>	4		

A collection of handwritten signatures and marks in black ink. On the left, there are several signatures, including one that appears to be 'Tasina'. In the center, there is a large, stylized signature that looks like 'Q978' with a checkmark below it. To the right of this, the number '100' is written. Further right, there is a signature that includes the name 'S. Khatur'. At the bottom right, there are more signatures, including one that looks like 'Anurag' and another that is partially cut off.

Course Outlines	T	L	P
13. Sexual disorders - Definition - Classification - Etiology - Signs and symptoms - Nursing management - Treatment modalities of patients with sexual disorders	4		
14. Autism and attention deficit hyperactive disorders - Definition - Etiology - Signs and symptoms - Nursing management - Treatment modalities of patients with autism and attention deficit hyperactive disorders	4		
15. Epilepsy and hysteria - Definition - Etiology - Signs and symptoms - Nursing management - Treatment modalities of patients with epilepsy and hysteria	4		
16. Suicidal tendency: Children, Adolescents, Adults and Elders	4		
17. Emergency psychiatric nursing care	2		
18. Mental Health Promotion and rehabilitation	2		
19. Public and Private mental health care and referral system in Bangladesh	2		

**Practice Part: 192 hours**

Topics
<p><b>Clinical practice</b> to meet the objectives of the course</p> <p><b>Clinical teaching:</b></p> <ul style="list-style-type: none"> <li>- Therapeutic interaction</li> <li>- Psychosocial nursing interventions</li> <li>- Group therapy</li> </ul> <p><b>Clinical case presentation</b></p> <p>Selected interesting cases in the ward</p>

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

Handwritten signatures and initials of various individuals, including 'S. Khairun' and a signature with '101' above it.

**Suggested Reading Materials:**

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

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## **B333: Emergency and Critical Care Nursing**

**Subject code : B333**

**Theory : 64 hours (4 Credits)**

**Laboratory : 48 hours (1 Credit)**

**Practice : 240 hours (2.5 Credits)**

### **Goal**

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

### **Learning objectives**

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

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

### **Subject Requirements:**

#### **Theory Part**

1. Attend class 80%
2. Actively participate in classroom and group activities
3. Attend in lab session: 80%
4. Present a case study analysis in class. Students will be divided into small groups. Each group will be provided a case scenario in advance. They are expected to analyze pathophysiology of the case and identify patient problems and interventions.
5. Prepare oneself to the class by reading the related topics from the previous courses (anatomy and physiology, pathophysiology, pharmacology, etc.)

#### **Practice part**

1. Provide care to assigned cases 1 case/day and assist SSNs to care for other cases in the ward(s) (students should continue to care for the assigned cases throughout the week)
2. Write 2 nursing care plans including mind mapping of these cases (one is for emergency case and another for critical case)
3. Attend and actively participate in clinical conference with SSNs, nurse supervisors, and nurse instructor(s) as scheduled
4. Submit one case study report (selected one from nursing care plan)
5. Practice as scheduled in the roaster, 85%
6. Perform practice procedures as specified in the checklist book

### **Teaching-learning methods:**

1. Lecture and discussion

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

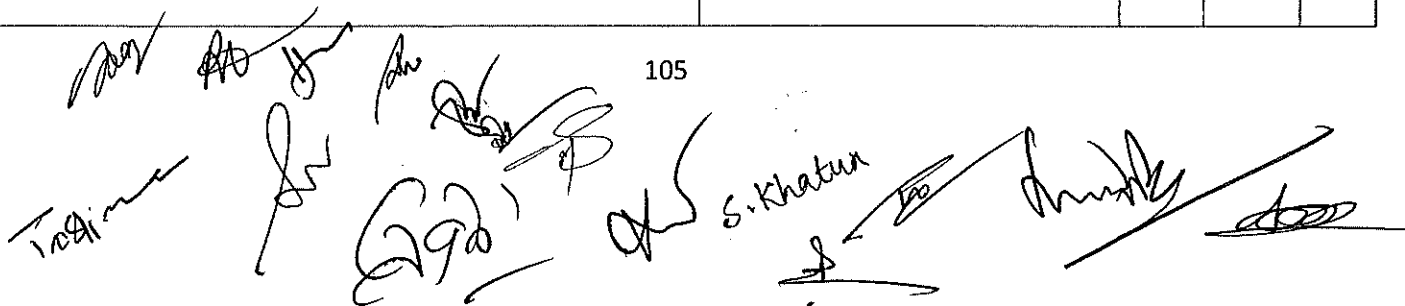
#### Teaching Materials/AV Aids

1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Manikins
5. Flow chart
6. Related equipment/instruments etc.

#### Course in Details

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

Course Outlines	Teaching-Learning Activities	T	L	P
5. Patients and families with shock: Etiology, signs and symptoms, and nursing management of: <ul style="list-style-type: none"> <li>- Cardiac shock</li> <li>- Neurogenic shock</li> <li>- Septic shock</li> <li>- Anaphylactic shock</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> <li>• Case presentation</li> </ul>	8	6	
6. Patients and families with pulmonary emergency: Etiology, signs and symptoms, and nursing management of: <ul style="list-style-type: none"> <li>- Respiratory failure and ARDS (Adult Respiratory Distress Syndrome)</li> <li>- Chest trauma emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Case presentation</li> <li>• Demonstration</li> <li>• Quiz test</li> </ul>	4	6	
7. Nursing management with clients on mechanical ventilation	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Video assisted learning (VAL)</li> <li>• Demonstration</li> </ul>	2	8	
9. Patients and families with neurological emergency - etiology, signs and symptoms, and nursing management of: <ul style="list-style-type: none"> <li>• Coma</li> <li>• Head injury</li> <li>• Spinal cord injury</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role play</li> <li>• VAL</li> <li>• Case presentation</li> <li>• Demonstration</li> </ul>	4	6	
10. Patients and families with acid-base disturbances: etiology, signs and symptoms, and nursing management	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	4		
11. Patients and families with renal emergency - etiology, signs and symptoms, and nursing management of: <ul style="list-style-type: none"> <li>- Acute Renal failure</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Case presentation</li> <li>• Demonstration</li> </ul>	4		
12. Patients and families with metabolic emergency: Etiology, signs and symptoms, and nursing management of: <ul style="list-style-type: none"> <li>- DKA (Diabetic ketoacidosis)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Quiz test</li> </ul>	2	3	
13. Patients and families with multi systems failure: etiology, signs and symptoms, and nursing management	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	4		
14. Burn: etiology, signs and symptoms, and nursing	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	4	3	


  
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Course Outlines	Teaching-Learning Activities	T	L	P
management	<ul style="list-style-type: none"> <li>• VAL</li> <li>• Visit to burn unit</li> </ul>			
17. Patients and families with drug overdose & attempt to suicide	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Lecture cum discussion</li> <li>• Role play</li> <li>• Quiz test</li> </ul>	4		
18. Emergency drugs and its uses	<ul style="list-style-type: none"> <li>• Group discussion and presentation</li> </ul>	2		

Practicum = 240 hours

Topics
<p><b>Clinical practice</b> to meet the objectives of the course</p> <p><b>Clinical teaching:</b></p> <ul style="list-style-type: none"> <li>- EKG Interpretation</li> <li>- Mechanical ventilation</li> <li>- Endotracheal intubation</li> <li>- Tracheostomy</li> <li>- Dialysis</li> <li>- Crash cart</li> <li>- GCS</li> <li>- Others as appropriate</li> </ul> <p><b>Clinical conference:</b></p> <p>Selected interesting cases in the ward</p>

**Suggested Reading Materials:**

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

## **B334: Medical and Surgical Nursing -II**

**Subject Code : B 334**

**Theory : 108 hours (6.75 Credits)**

**Lab : 60 hours (1.25 Credit)**

**Practice : 288 hours (3 Credits)**

### **Goal:**

Students will be able to gain in-depth knowledge and clinical decision-making skills in providing holistic care to adult clients with medical and surgical problems.

### **Learning Objectives:**

After completion of the course student will be able to

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

### **Teaching-learning Activities:**

1. Lecture and discussion, Group assignment (group discussion and presentation):
2. Divide students into small groups
3. Present the work as scheduled in the course outline and
4. Submit a written paper (group work) on the day of presentation
5. Self-study
6. Case- study

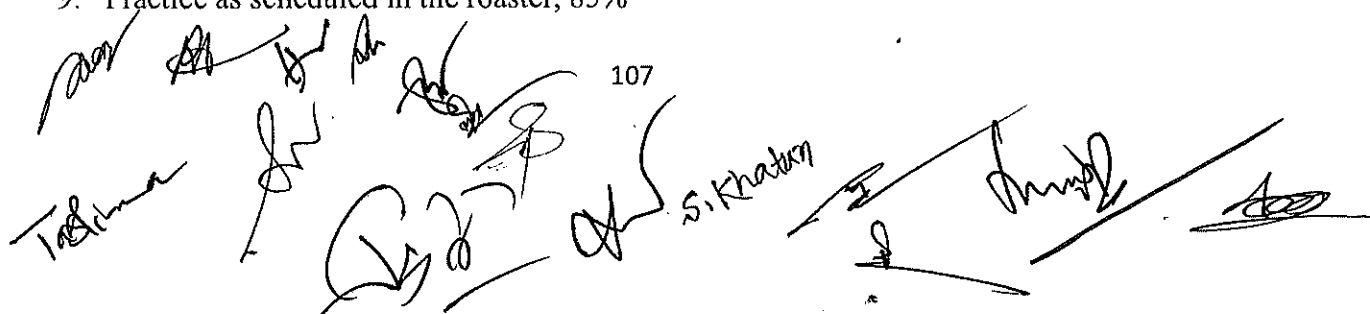
### **Subject Requirements:**

#### **Theory Part**

4. Attend theoretical class 80%
5. Attend lab session: 80%
6. Actively participate in group discussion and class presentation

#### **Practice Part**

6. Provide care to assigned cases 2-3 cases
7. Attend and actively participate in clinical conference
8. Submit a case study report
9. Practice as scheduled in the roaster, 85%



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10. Perform practice procedures as specified in the checklist book

**Teaching Materials/AV Aids**

1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Manikins
5. Chart
6. Posters
7. Related equipment/instruments etc.

**Course in Details**

Course Outlines	Teaching - Learning Activities	T	L	P
<p>1. Adult clients with alterations in genitourinary system: Etiology, Pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> <li>- Review of Anatomy and physiology of the genitourinary system</li> <li>- History, physical assessment, and diagnostic tests</li> <li>- Urinary tract infection – Upper and lower</li> <li>- Urinary tract obstruction</li> <li>- Urolithiasis</li> <li>- Urinary incontinence</li> <li>- Glomerulonephritis</li> <li>- Nephritis, Nephrotic syndrome</li> <li>- Chronic renal failure</li> <li>- Pre - Post operative management and care of urological surgery</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Case presentation</li> <li>• Demonstration</li> </ul>	16	12	
<p>2. Adult clients with alteration in male reproductive system: Etiology, Pathophysiology, signs and symptoms, medical, surgical, and nursing management of:</p> <ul style="list-style-type: none"> <li>- Review of Anatomy and physiology of the male reproductive system</li> <li>- History, physical assessment, and diagnostic tests</li> <li>- Disorders of prostate - inflammation, infection, stricture, obstruction, and Benign prostate hypertrophy</li> <li>- Infections of testis, penis and adjacent</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Case presentation</li> </ul>	12	8	

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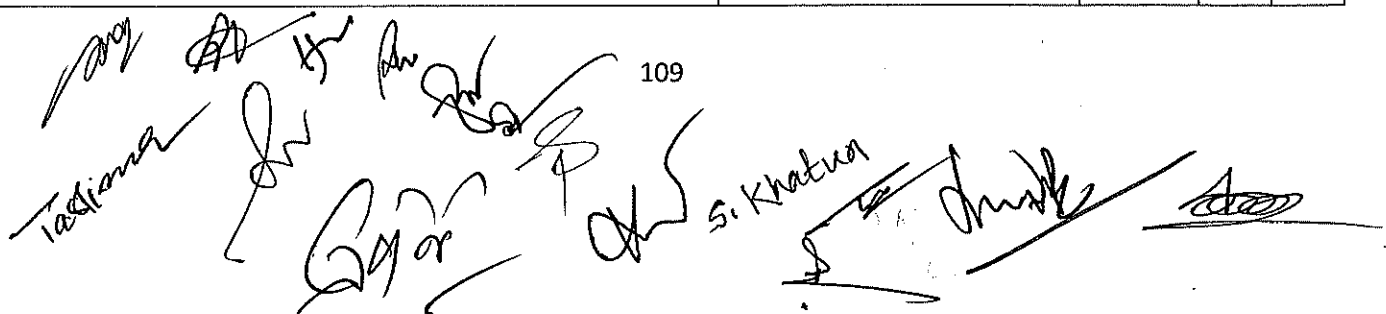
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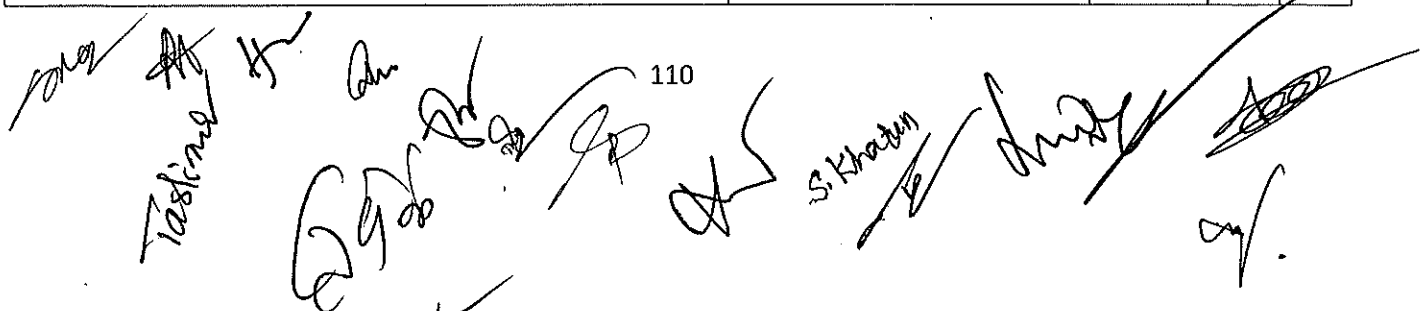
Course Outlines	Teaching - Learning Activities	T	L	P
structures –Epididymitis, and Orchitis - Sexual dysfunction, infertility, contraception - Male Breast Disorders - gynecomastia - Sexually transmitted diseases				
3. Adult clients with alterations in cardiovascular system: Etiology, Pathophysiology, signs and symptoms, medical, surgical, and nursing management of: - Review of Anatomy and physiology of the cardiovascular system - History, physical assessment, and diagnostic tests - Disorders of vascular system-Hypertension, arteriosclerosis, Raynaud's disease, and aneurysm - Coronary artery diseases-- coronary atherosclerosis, Angina pectoris - Valvular problems: stenosis & regurgitations - Pericarditis, infective endocarditis and myocarditis - Congestive heart failure - Varicose vein - Rheumatic heart disease - Post-surgical management of clients with cardiovascular surgery	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Group discussion</li> <li>Case presentation</li> <li>Demonstration</li> </ul>	24	12	
4. Adult clients with alterations in hematologic and lymphatic system: Etiology, Pathophysiology, signs and symptoms, medical, surgical, and nursing management of: - Anemia - Bleeding disorder - Leukemia - Lymphoma	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Group discussion</li> <li>Case presentation</li> <li>Demonstration</li> </ul>	10	4	
5. Adult clients with pain: - Concept of pain - Pain assessment - Pain management	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Group discussion</li> <li>Demonstration</li> </ul>	2	2	
6. Adult clients with alterations in immune system and HIV/AIDS: Etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Group discussion</li> </ul>	6		

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Course Outlines	Teaching - Learning Activities	T	L	P
management of: <ul style="list-style-type: none"> <li>- Review of Anatomy and physiology of the immune system</li> <li>- History, physical assessment, and diagnostic tests</li> <li>- HIV &amp; AIDS: Epidemiology, Transmission, Prevention of Transmission, Role of Nurse; Counseling, Health education and home care consideration, and rehabilitation</li> <li>- Systemic lupus erythematosus (SLE)</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> </ul>			
7. Adult clients with oncological conditions: Etiology, pathophysiology, signs and symptoms, medical, surgical, and nursing management of: <ul style="list-style-type: none"> <li>- Structure and characteristics of normal and cancer cells</li> <li>- History, physically assessment, diagnostic tests</li> <li>- Screening and early detections</li> <li>- Warning signs of cancer</li> <li>- Epidemiology, etiology, classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical, nursing management and adverse complications of oncological condition               <ul style="list-style-type: none"> <li>▪ Lung cancer</li> <li>▪ Breast cancer</li> <li>▪ Cervical cancer</li> <li>▪ Stomach cancer</li> </ul> </li> <li>- Psychological aspects of cancer-anxiety, depression, insomnia, anger               <ul style="list-style-type: none"> <li>▪ Palliative care</li> <li>▪ Supportive care</li> <li>▪ Hospice care</li> </ul> </li> </ul> Ethical issues related to care of clients with cancer: truth-telling, advocacy	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Role play</li> <li>• Demonstration</li> </ul>	16	10	
8. Adult clients with disorders of the eyes and vision problem, and ENT: Etiology, signs and symptoms,	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	22	12	

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Course Outlines	Teaching - Learning Activities	T	L	P
<p>nursing problems and interventions of:</p> <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of the eye</li> <li>- History, eye assessment, diagnostic test</li> </ul> <p><b>1. Eye disorders</b></p> <ul style="list-style-type: none"> <li>▪ Conjunctivitis</li> <li>▪ Glaucoma</li> <li>▪ Refractive errors</li> <li>▪ Cataract</li> <li>▪ Cornea- inflammation and infection</li> <li>▪ Eye injury</li> <li>▪ Retinal Detachment</li> </ul> <p>2. Review of anatomy and physiology of the ear, nose, and throat</p> <p>3. History, physical assessment, diagnostic test</p> <p><b>4. Ear disorders</b></p> <ul style="list-style-type: none"> <li>▪ Mastoiditis</li> <li>▪ Hearing impairment and its management</li> </ul> <p><b>5. Nose disorders</b></p> <ul style="list-style-type: none"> <li>▪ Nasal polyps</li> <li>▪ Deviated septum.</li> <li>▪ Sinusitis</li> <li>▪ Epistaxis</li> </ul> <p><b>6. Throat disorders</b></p> <ul style="list-style-type: none"> <li>▪ Tonsillitis, pharyngitis, laryngitis</li> <li>▪ Throat cancer</li> </ul> <p>7. <b>Pre-Postsurgical management of clients with eye and ENT surgery</b></p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Demonstration</li> </ul>			

**Practical Part = 288 hrs.**

**Clinical practice** to meet the objectives of the course

**Clinical teaching:**

- Catheterization
- Blood transfusion
- Electrocardiogram (ECG)
- Breast self-examination (BSE)
- Dialysis
- Others as appropriate

**Clinical conference:** Selected interesting cases in the ward

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

**Suggested Reading Materials:**

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

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## **B335: Community Health Nursing and Epidemiology**

Subject code : B 335

Theory : 112 hours (7 Credits)

Laboratory : 0

Practice : 192 hours (2 Credits)

### **Goal:**

The aim of the course is to provide knowledge and skills regarding community health nursing and epidemiology to prevent, promote and maintain the health of families and community surveillance in epidemic investigation of diseases.

### **Learning Objectives:**

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

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

### **Subject Requirements:**

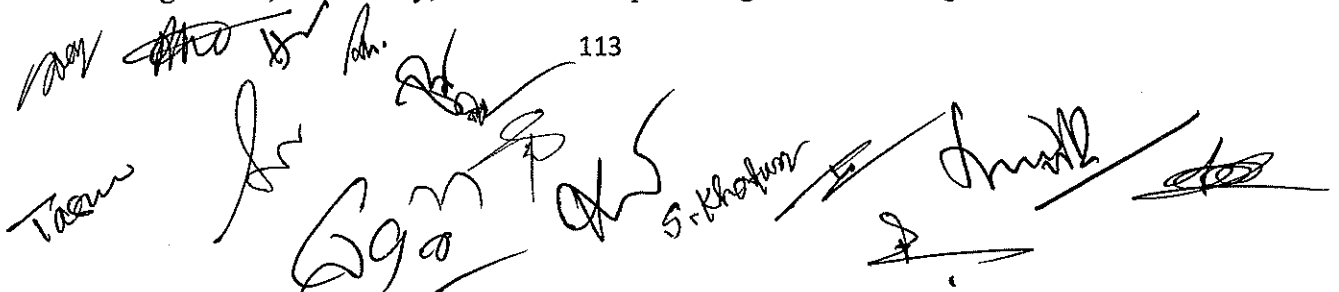
#### **Theory Part**

1. Students must attend 80% theory class
2. Actively participate in classroom activities

#### **Practice Part**

1. Practice as scheduled in the roaster, 85%
2. Writing individual health teaching plan
3. Writing family case study
4. Visiting school, community, industries and providing health teaching.

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**Teaching-Learning activities:**

1. Lecture & discussion
2. Role Play
3. Group work
4. Field visit
5. Report
6. Oral & paper Presentation

**Teaching Materials/AV Aids**

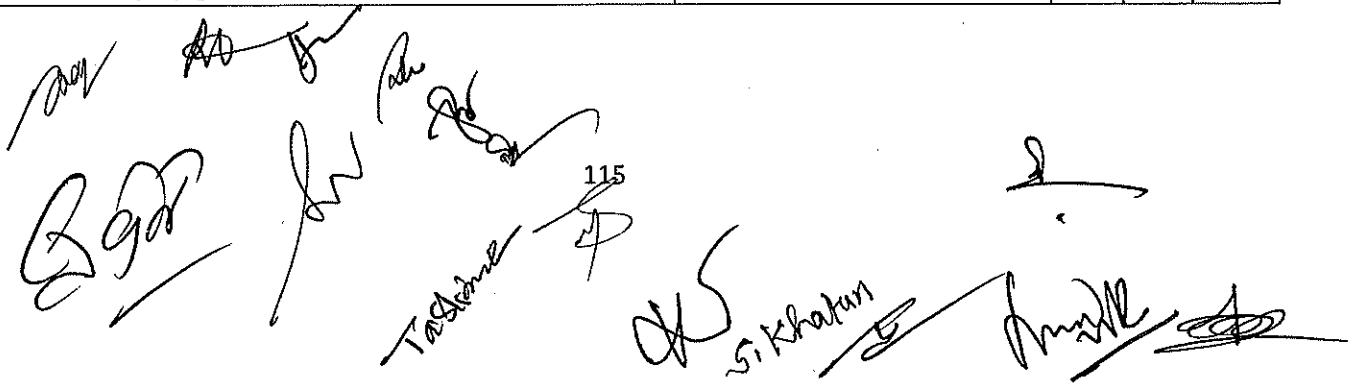
1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Chart
5. Posters and diagrams
6. Weight machine
7. Related equipment/instruments etc.

**Course in Details**

Course Outlines	Teaching - Learning Activities	T	L	P
1. Introduction to community, community health nursing & community-oriented nursing <ul style="list-style-type: none"> <li>- Demographic trends of common diseases</li> <li>- Cultural diversification in the community.</li> <li>- Common community health problems in Bangladesh</li> <li>- Communicable diseases</li> <li>- Non-communicable diseases</li> </ul>	Lecture  Leading students to discuss on the topics from their personal view and experience	4	-	-
2. Community approach <ul style="list-style-type: none"> <li>- Community participation</li> <li>- Community empowerment</li> <li>- Community organization</li> </ul>	Lecture cum discussion	2		

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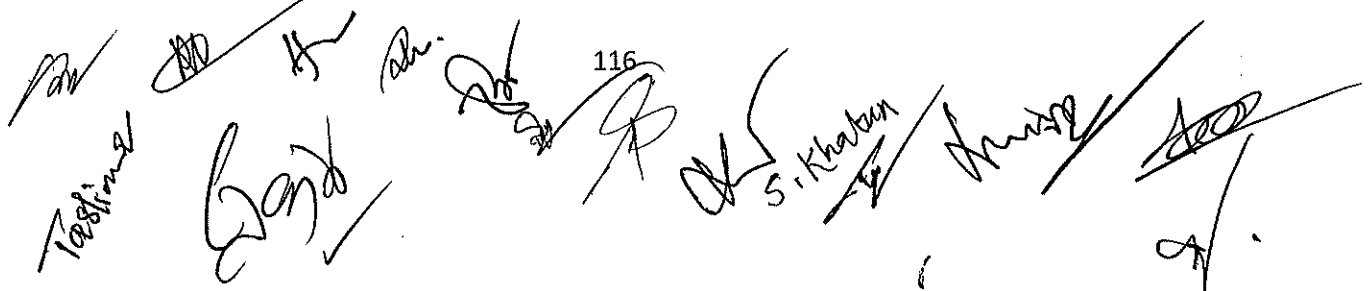
Course Outlines	Teaching - Learning Activities	T	L	P
<p>3. Concept of health promotion: Individual &amp; family health promotion</p> <ul style="list-style-type: none"> <li>- Theories <ul style="list-style-type: none"> <li>• Health belief model</li> <li>• Transtheoretical Model</li> <li>• Self-care model</li> </ul> </li> <li>- Illness prevention &amp; essential nursing management</li> <li>- Concept of individual health</li> <li>- National healthcare policy</li> <li>- Health care delivery systems</li> <li>- Essential Service Package</li> <li>- Modification of lifestyle &amp; health behavior individual in community <ul style="list-style-type: none"> <li>• Self-care &amp; its management</li> </ul> </li> <li>- Characteristics of healthy and unhealthy state (illness and wellness)</li> <li>- Immunization <ul style="list-style-type: none"> <li>• Importance of immunization in prevention of communicable diseases</li> <li>• Vaccination</li> <li>• Immunization schedule</li> </ul> </li> <li>- Early screening, <ul style="list-style-type: none"> <li>- Significance of early screening in disease/illness prevention</li> <li>- Early screening practices <ul style="list-style-type: none"> <li>• Assessment of child growth and development</li> <li>• Breast self-examination</li> <li>• Cervical cancer screening</li> <li>• Mental health screening</li> </ul> </li> </ul> </li> <li>- Environmental health <ul style="list-style-type: none"> <li>• Occupational health</li> <li>• Occupational hazards</li> <li>• Injury prevention and safety promotion</li> </ul> </li> </ul>	<p>Lecture cum discussion/ Group discussion/ Summary lecture/ Quiz/ demonstration</p>	<p>20</p>		


  
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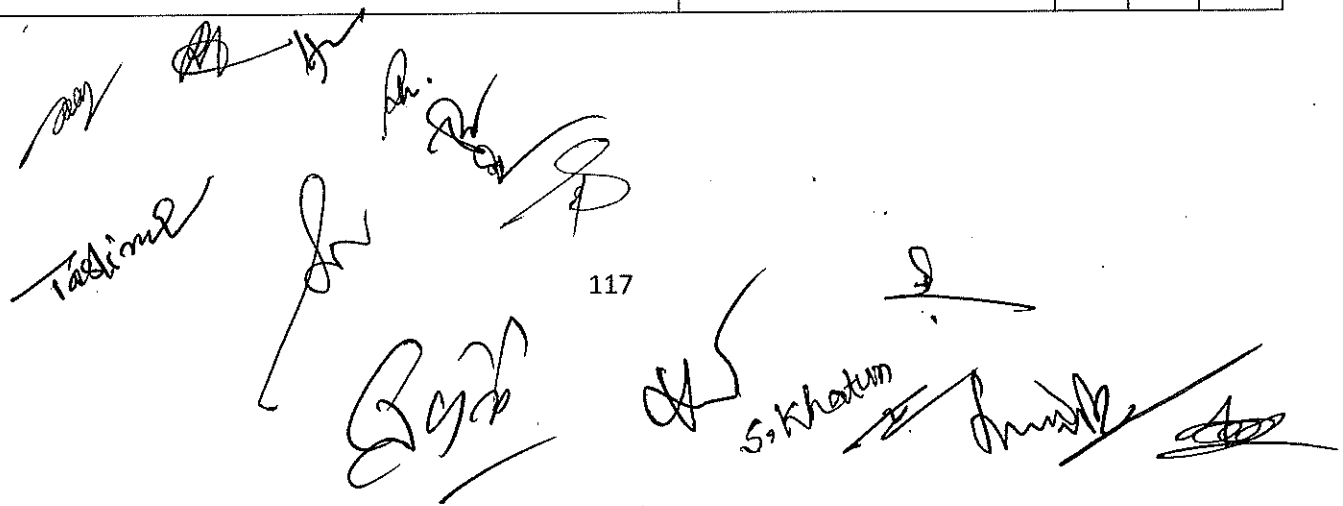
Course Outlines	Teaching - Learning Activities	T	L	P
4. Level of health care delivery system <ul style="list-style-type: none"> <li>- Primary health Care <ul style="list-style-type: none"> <li>• Key elements</li> <li>• Principles</li> <li>• Health facilities</li> <li>• Implementation strategies</li> </ul> </li> <li>- Secondary health care</li> <li>- Tertiary health care</li> </ul>	Lecture cum discussion	3		
5. School health <ul style="list-style-type: none"> <li>- Concepts of school health</li> <li>- Importance of school health</li> <li>- Nurses' roles and responsibilities</li> </ul>	Lecture cum discussion	3		
6. Vulnerable people <ul style="list-style-type: none"> <li>- Women</li> <li>- Children</li> <li>- Elderly</li> <li>- Disabled &amp;</li> <li>- Handicapped</li> </ul>	Lecture cum discussion	4		
7. Concept of Disasters <ul style="list-style-type: none"> <li>- Types</li> <li>- Triage</li> <li>- Preparedness &amp; disasters management</li> </ul>	Lecture cum discussion	6		
8. Care of clients across life span <ul style="list-style-type: none"> <li>- Infants &amp; Children</li> <li>- Adolescents</li> <li>- Adult women &amp; men</li> </ul> Elders	Group presentation	6		
9. Concept of family health nursing <ul style="list-style-type: none"> <li>- Changing demographics</li> <li>- Family nursing</li> <li>- Roles and responsibilities of a community health nurses</li> </ul>	Lecture cum discussion	3		
10. Concept and principles of family centered care <ul style="list-style-type: none"> <li>- Family centered care</li> <li>- Roles of family</li> <li>- Communication in family</li> <li>- Empowerment among family members</li> </ul>	Lecture cum discussion	4		

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Course Outlines	Teaching - Learning Activities	T	L	P
<ul style="list-style-type: none"> <li>- Decision making</li> <li>- Coping</li> <li>- Values <ul style="list-style-type: none"> <li>- Understanding the relationship among family members in the Bangladesh culture</li> </ul> </li> </ul>				
11. Factors influencing family health <ul style="list-style-type: none"> <li>- Family culture and health</li> <li>- Socioeconomic status and family health</li> <li>- Spirituality and religion</li> <li>- Stress and crisis</li> <li>- Adaptation to acute and chronic illness</li> </ul>	Lecture cum Discussion	6		
12. The nursing process and family health nursing	Lecture cum discussion	2		
13. Family counseling	Lecture cum discussion	2		
14. Family planning and contraception	Lecture cum discussion	3		
15. Nursing care of family during life cycle transition <ul style="list-style-type: none"> <li>- Family nursing with childbearing family</li> <li>- Family nursing with child rearing family</li> <li>- Family nursing with families in middle years</li> <li>- Family nursing with aging families</li> <li>- Family nursing for caregivers</li> </ul>	Group work/ Presentation Lecture cum discussion	6		
16. Nursing care of families with special health problems <ul style="list-style-type: none"> <li>- Family nursing and mental illness</li> <li>- Families with disabilities and handicapped</li> <li>- Family violence, particularly women and child abuse, acid and rape victims</li> <li>- Families and substance abuse</li> <li>- Families and chronic illness</li> </ul>	Group work/ Presentation Lecture cum discussion	6		
1. Concept of epidemiology -Objectives, functions, use, principles & types	Lecture cum discussion	4		
2. Epidemiological triad (Agent, Host & Environment relationship)	Lecture cum discussion	2		

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3. Measurement in epidemiology - Measures of disease frequency & effects - Frequency distribution (tables, graphs and chart). - Measures of central tendency (mean, median & mode)	Lecture cum discussion	6		
4. Epidemiological methods - Descriptive, analytical & interventional studies	Lecture cum discussion	4		
5. Epidemic investigation	Lecture cum discussion	2		
6. Dynamics of disease transmission	Lecture cum discussion	4		
7. Control and prevention of communicable and non-communicable diseases	Lecture cum discussion	4		
6. Screening of disease - Definition, purpose, types & criteria of screening test	Lecture cum discussion	2		
7. Epidemiological surveillance - Purpose, principles, steps & surveillance system in Bangladesh	Lecture cum discussion	4		

**Practical Part: 192 Hours**

OPD, Homes in the surrounding community and or rural community, Well baby clinic, disabled center, elder home, Midlife women health clinic Senior center, Drug addiction cure center.

**Suggested Reading Materials:**

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

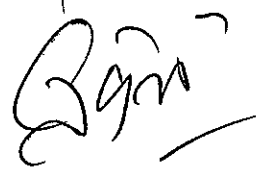
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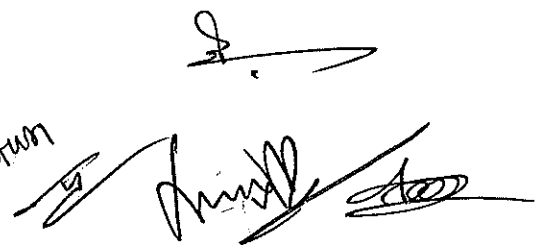
7. Dash, B. (2017). *A Comprehensive Textbook of Community Health Nursing*. Jaypee Brothers Medical Publishers Pvt. Limited.
8. Hunt, R. (2009). *Introduction to community-based nursing*. Lippincott Williams & Wilkins.
9. Beaglehole, R., Bonita, R., & Kjellstrom, T. (1993). *Basic Epidemiology*, world Health Organization. Geneva, Switzerland.
10. Gordis, L. (2013). *Epidemiology*, Elsevier Health Sciences.
11. Park, K. (2019). *Park's textbook of preventive and social medicine*. Jabalpur. BanarasidasBhanot.



Tadima



S. Khatun



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

### **B431: Midwifery**

**Subject Code: B431**

**Theory : 88 hours (5.5 Credits)**

**Laboratory : 48 hours (1 Credit)**

**Practice : 336 hours (3.5 Credits)**

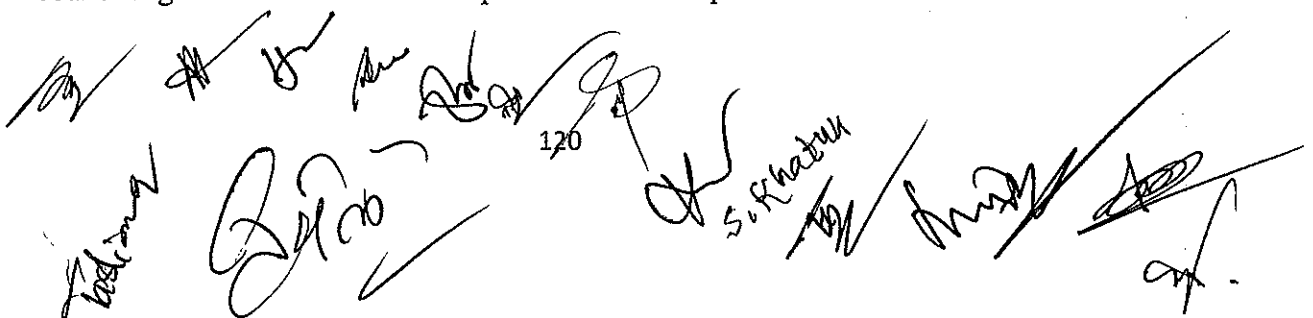
#### **Goal**

The goal of the course is to gain knowledge and skills regarding midwifery, newborn and reproductive health for practice in providing comprehensive (promotive, supportive and restorative) and holistic care.

#### **Learning Objectives**

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

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



11. explain the safe motherhood initiative and different national & international policies & program in reproductive health. ethical and legal issues relevant to the care of clients with reproductive health needs.

**Course Requirements:**

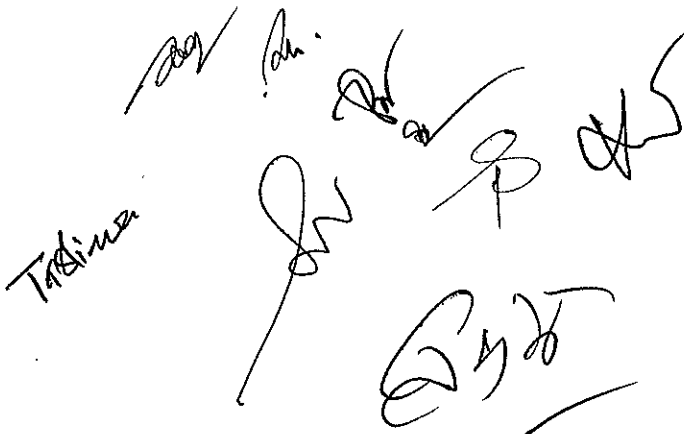
1. Attending in the class 80%
2. Attending in lab: 80%
3. Clinical practice: 85%
4. Submission of case report
5. Perform practice procedure as specified in the check list
  - Antenatal assessment 10 case
  - Normal delivery assistance 10 case
  - Conduct normal delivery 10 case
  - Post natal assessment 05 cases
  - Newborn assessment 05 cases

**Teaching Methods**

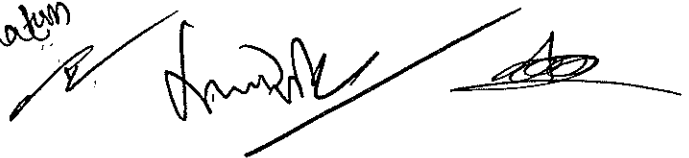
1. Brainstorming
2. Lecture
3. Discussion
4. Demonstration
5. Assignment
6. Presentation
7. Role play
8. Clinical teaching
9. Case study
10. Field visit

**Teaching Materials/AV Aids**

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



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## Course in Details

Course outlines	Teaching-learning activities	T	L	P
<b>1.Introduction to Epidemiology of maternal and newborn health situations in Bangladesh</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>- government initiatives and social movements in relation to maternal and newborn health in Bangladesh</li> <li>- Influences of family and community culture, values and beliefs, economic status, on maternal and newborn health</li> <li>- Different terminology in relation to midwifery</li> </ul>	Brainstorming Lecture and Discussion Group work	4		
<b>2.Review anatomy of the reproductive system and foetal skull</b>	Brainstorming Lecture and discussion Video presentation Demonstration	2	2	
<b>3.Concept of reproductive health:</b> <ul style="list-style-type: none"> <li>- Fertility and infertility</li> <li>- Problems of reproductive health</li> <li>- Counseling in different issues of reproductive health problems; sexually transmitted diseases and its prevention</li> <li>- Safe motherhood</li> </ul>	Brainstorming Lecture and discussion	2		
<b>4.Fetal growth and Development</b> <ul style="list-style-type: none"> <li>- Fertilization</li> <li>- Implantation</li> <li>- Major stages of embryological development of the fetus</li> <li>- Physiological changes and adaptation during pregnancy</li> </ul>	Brainstorming Lecture and discussion Video presentation Group work	2		
<b>5.Provide preconception care to eligible couples</b> <ul style="list-style-type: none"> <li>- Preconception care and counseling</li> <li>- Genetic counseling</li> <li>- Parenthood planning</li> </ul>	Brainstorming Lecture and discussion	2		

Course outlines	Teaching-learning activities	T	L	P
<b>6. Antenatal care:</b> <ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> trimesters:</b> <ul style="list-style-type: none"> <li>- Antenatal assessment (history taking, physical examination, breast care, laboratory investigation)</li> <li>- Bangladesh antenatal Care guideline</li> <li>- Danger sign during pregnancy</li> <li>- Respectful care and compassionate communication</li> </ul> </li> <li>• <b>2<sup>nd</sup> trimesters:</b> <ul style="list-style-type: none"> <li>- Antenatal assessment; abdominal palpation, foetal assessment, auscultation of foetal heart rate,</li> <li>- Assessment of foetal wellbeing (biophysical profile, Cardiotocography, USG)</li> </ul> </li> <li>• <b>3<sup>rd</sup> trimester:</b> <ul style="list-style-type: none"> <li>- Antenatal assessment; abdominal palpation, foetal assessment, auscultation of foetal heart rate,</li> <li>- Test and screening</li> <li>- Physiological changes and discomfort during pregnancy</li> <li>- Foetal engagement</li> <li>- Birth planning and complications readiness               <ul style="list-style-type: none"> <li>• Health education and Nursing care during different trimesters</li> <li>• Evidence based care during antenatal</li> </ul> </li> </ul> </li> </ul>	Brainstorming Lecture and discussion Video presentation Group discussion Role play	8	6	
<b>7. Partograph</b>	Lecture and discussion Video presentation Demonstration	2	2	
<b>8. Intra-natal care</b> <ul style="list-style-type: none"> <li>- Normal labour and birth</li> <li>- Onset of labour</li> <li>- Pervaginal examination</li> <li>- onset of labour</li> <li>- Mechanism of labour</li> <li>- Stages of labour (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> &amp; 4<sup>th</sup> stage of labor)</li> <li>- Preparation of birth/delivery</li> <li>- Drugs used in labour</li> <li>- Physiology of labour</li> <li>- Monitoring progress of labour</li> <li>- Pain Management during labour</li> <li>- Episiotomy</li> <li>- Psychological support</li> </ul>	Brainstorming Lecture and discussion Video presentation Group discussion Role play Demonstration	8	6	

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Course outlines	Teaching-learning activities	T	L	P
<b>9. Evidence based care during labour (Position, hydration, Nutrition, Partograph, Exercise, companion etc.)</b> Per vaginal examination	Lecture and discussion Video presentation Group discussion Demonstration	4	6	
<b>10.Active management of third stage of labour (AMTSL)</b> <ul style="list-style-type: none"> <li>- Steps and guideline</li> <li>- Placenta examination</li> <li>- Fourth stage of labour</li> <li>- Assess blood loss</li> <li>- Assess maternal and neonatal wellbeing</li> <li>- Placenta examination</li> </ul>	Lecture and discussion Video presentation Group discussion Role play Demonstration	6	4	
<b>11.Breast feeding:</b> <ul style="list-style-type: none"> <li>- Exclusive breastfeeding</li> <li>- Composition</li> <li>- Attachment and positioning</li> <li>- Benefits of breastfeeding</li> </ul>	Brainstorming Lecture and discussion Video presentation Demonstration	2	2	
<b>12.Postnatal care</b> Postnatal assessment <ul style="list-style-type: none"> <li>- Adaptation of baby at birth</li> <li>- Psychological adaptation</li> <li>- Normal process of involution following delivery</li> <li>- Lochia</li> <li>- Postnatal Family planning etc.)</li> <li>- Postnatal health education (Nutrition, personal hygiene, immunization)</li> </ul>	Brainstorming Lecture and discussion Demonstration	6	2	
<b>13.Newborn Care:</b> <ul style="list-style-type: none"> <li>- Assessment of newborn at birth</li> <li>- Normal variations in newborn (e.g., caput, moulding, mongolian spots)</li> <li>- Full physical assessment of newborn</li> <li>- Apgar scoring</li> <li>- Attachment and Bonding</li> </ul>	Lecture and discussion Demonstration	8	4	
<b>14.Nursing care of normal newborn</b> <ul style="list-style-type: none"> <li>- Immediate newborn care</li> <li>- Essential newborn care</li> </ul>	Lecture and discussion Video presentation	2		
<b>15.Nursing care of high-risk newborn</b>		6	6	

Course outlines	Teaching-learning activities	T	L	P
<ul style="list-style-type: none"> <li>- Helping Babies Breath (HBB)</li> <li>- Newborn Resuscitation</li> <li>- Newborn Thermoregulation protection (skin to skin, Cold stress cycle/ hypothermia, hypoglycemia/hypoxia)</li> <li>- Nutrition and hydration</li> <li>- Low birth weight</li> </ul>	Brain storming Lecture and discussion Video presentation Demonstration			
<b>16.Nursing care of newborn with 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 Video presentation	2		
<b>17.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 Video presentation	2		
<b>18.Birth injury:</b> <ul style="list-style-type: none"> <li>- Caput succedaneum</li> <li>- Cephalohematoma</li> <li>- Subconjunctival hemorrhage, Brachial plexus palsy</li> </ul>	Brain storming Lecture and discussion Video presentation	2		
<b>19.Family planning</b> <ul style="list-style-type: none"> <li>-Concept of Family Planning and contraceptive methods</li> <li>-Types and mechanism of contraceptive methods</li> <li>-MR /MVA</li> <li>- Education and counseling on Family Planning methods</li> </ul>	Brain storming Lecture and discussion Role play Lecture and discussion Video presentation Demonstration	4	8	
<b>20.Different types of abortion and their management</b> <ul style="list-style-type: none"> <li>- Causes</li> <li>- Clinical features <ul style="list-style-type: none"> <li>• Investigations</li> <li>• Complications</li> </ul> </li> <li>- Medical &amp; nursing management</li> </ul>	Lecture and discussion Group discussion and presentation	2		
<b>21.Post Abortion Care (PAC)</b> <ul style="list-style-type: none"> <li>- Bleeding after abortion</li> </ul>	Lecture and discussion	2		

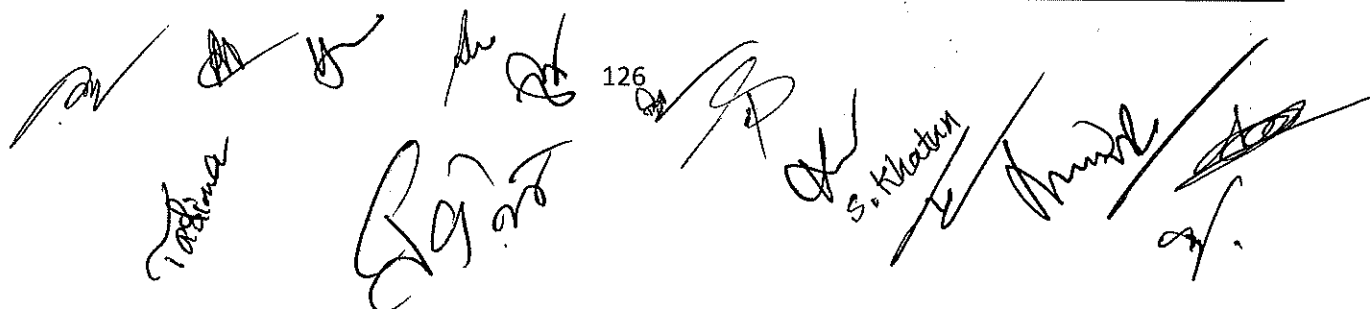
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Course outlines	Teaching-learning activities	T	L	P
- Sex after an abortion - Side effects and complications	Group discussion and presentation			
<b>22. Adolescent health</b> - Concept - Adolescent health issues - Importance - National and international strategies for adolescent health	Brain storming Lecture and discussion Group discussion and presentation	2		
<b>23. National and international policies and programs on reproductive health</b>	Brain storming Lecture and discussion Group discussion and presentation	2		
<b>24. Legal and ethical issues concerning maternal and newborn care under obstetric emergencies</b>	Brain storming Lecture and discussion Group discussion and presentation	2		
<b>25. Laws and ethical consideration in relation to the care of clients with reproductive health needs</b>	Brain storming Lecture and discussion Group discussion and presentation	2		

**Course outline: Practice part: 336 hours**

Number of hours	Topic	Teaching-Learning Activities	Notes
Day- 1	Subject orientation	Discussion Goal setting (students)	
Day 2 to the end of the course	<b>Clinical practice to meet the objectives of the course at:</b> - Antenatal clinic (ANC) - Post-partum wards (PP)/family planning (FP) unit - Labour room (LR) - Community and homes (for domiciliary midwifery)	Assign cases and supervise students	Students rotate to different areas as specified in the roster

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Number of hours	Topic	Teaching-Learning Activities	Notes
	<p><b>Clinical Teaching</b>  <b>At ANC</b>            -Antenatal assessment            -Health education focusing on nutrition and childbirth preparation  <b>At LR</b>            -Labour monitoring by using partograph            -Assisting normal delivery            -Relieving labour pain            -Providing psychosocial support  <b>At PP/FP</b>            - Breast feeding            - Self-care and exercise            - Newborn care            - APGAR score, newborn resuscitation, helping baby's breath            - Assessment of congenital anomalies and counselling  <b>Clinical conference*</b></p>		

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

**Suggested Reading Materials:**

1. Konar, H. (2018). *DC Dutta's textbook of gynecology*. JP Medical Ltd.
2. Konar, H. (2018). *DC Dutta's textbook of obstetrics*. JP Medical Ltd.
3. Marshall, J. E., & Raynor, M. D. (Eds.). (2014). *Myles' Textbook for Midwives E-Book*. Elsevier Health Sciences.
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6. Johnson, R., & Taylor, W. (2010). *Skills for midwifery practice*. Elsevier Health Sciences.
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8. Jordan, R. G., Farley, C. L., & Grace, K. (Eds.). (2018). *Prenatal and postnatal care: a woman-centered approach*. John Wiley & Sons.

## **B432: Obstetrical and Gynaecological Nursing**

**Subject code : B432**

**Theory : 64 hours (4 Credits)**

**Laboratory : 24 hours (0.5 Credit)**

**Practice : 336 hours (3.5 Credits)**

### **Goal:**

Students will acquire knowledge and develop skill regarding obstetrical midwifery including Gynaecological nursing for providing comprehensive and holistic care to pregnant women having abnormal obstetric and their fetus/newborns and families.

### **Learning Objectives:**

After completion of the course students will be able to:

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

### **Course Requirements:**

1. Attending in the class 80%
2. Attending in lab: 80%
3. Clinical practice: 85%
4. Submission of case report
5. Perform practice procedure as specified in the check list
  - Antenatal assessment 10case
  - Normal delivery assistance 10 cases
  - conduct normal delivery 10 cases
  - Post natal assessment 05 cases
  - Newborn assessment 05 cases

### **Teaching Learning activities:**

1. Lecture
2. Discussion

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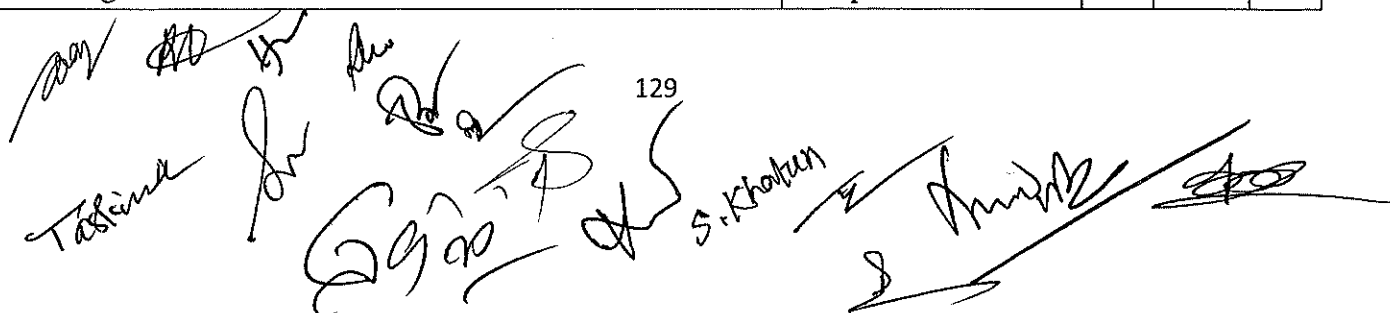
3. Demonstration
4. Assignment
5. Presentation
6. Role play
7. Clinical teaching
8. Case study
9. Field visit
10. Brainstorming

#### Teaching Materials/AV Aids

1. Laptop
2. Multimedia Projector
3. White board & Marker
4. Manikins
5. Models, Chart, Partograph
6. Related equipment/instruments etc.

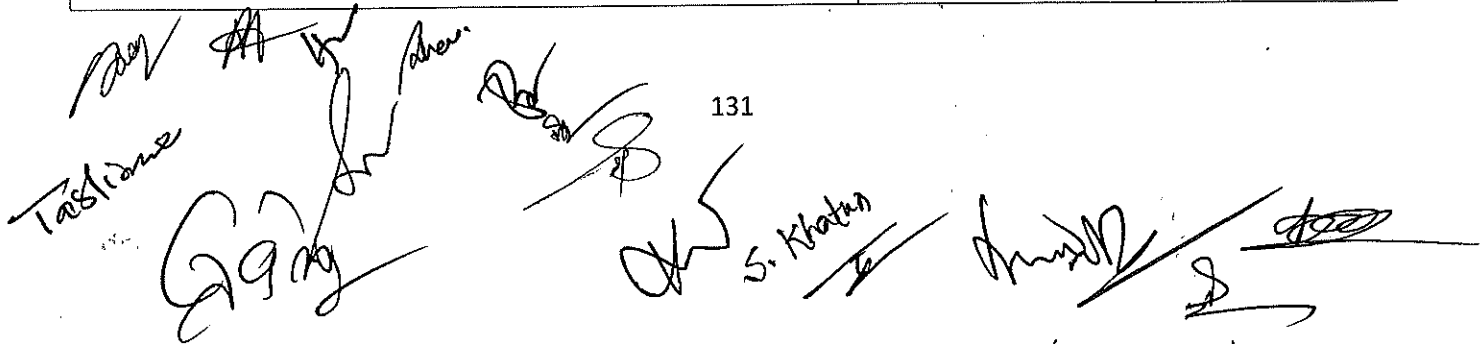
#### Course in Details

Course Outlines	Teaching - learning Activities	T	L	P
1. Introduction to obstetrical Nursing <ul style="list-style-type: none"> <li>- Common abnormal obstetrics</li> <li>- Factors influencing complications in obstetrics</li> <li>- Midwifery roles in the management of abnormal obstetrics and medical conditions</li> <li>- Legal and ethical issues concerning maternal and newborn care under obstetric emergencies</li> </ul>	Lecture and discussion	4		
2. Risk assessment of pregnant women and early detection of obstetric complications	Lecture and discussion	2		
3. Management of emergency obstetric and neonatal care (EmNOC) and life-threatening situations and referral system of Bangladesh health care facilities	Lecture and discussion	4		
4. Concept of Gynecology and Gynecological Nursing Menstrual cycle	Lecture and discussion	4		
5. Inflammatory Gynecologic disorders & their management: <ul style="list-style-type: none"> <li>-Vulvitis</li> <li>-Vaginitis</li> </ul>	Lecture and discussion Group discussion and presentation	4		


  
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Course Outlines	Teaching - learning Activities	T	L	P
-Pelvic inflammatory diseases (PID)				
6. Disorders of menstruation and their management: -Metrorrhagia -Menorrhagia *Dysmenorrhoea	Lecture and discussion Group discussion and presentation	4		
8.Menopause	Lecture and discussion	2		
9. Benign and Malignant: -Growth -Polyps -Cysts -Uterine fibroids -Vesicular moles *Breast mass -Mastitis & breast abscess	Lecture and discussion Group discussion and presentation	4		
10. Displacement of uterus and relaxation of pelvic muscle & their management -Prolapse of uterus -Cystocele -Rectocele	Lecture and discussion Group discussion and presentation	4		
11-Care of pregnant women at risk/with abnormal obstetric complications: Impacts on bio-psychosocial, spiritual health of women and fetuses/newborns, and standard nursing interventions - Teenage pregnancy - Grand multiparas - Elderly pregnancy - Multiple fetuses - Abnormal hydramnios pregnancy - Hyperemesis gravidarum - Iron deficiency - Ectopic pregnancy - Thalassemia - Hemorrhage - Hypertensive disorder during pregnancy	Lecture and discussion Video presentation Group discussion and presentation Case study	6		

Course Outlines	Teaching - learning Activities	T	L	P
<p>12. Care of pregnant women with underlying medical complications: Pathophysiology, psychosocial, and spiritual aspects, needs/problems, and nursing management of women with-</p> <ul style="list-style-type: none"> <li>- Hepatitis</li> <li>- Rubella</li> <li>- Urinary tract infection</li> <li>- Sexually Transmitted Diseases (STD)</li> <li>- HIV/AIDS</li> <li>- Thyroid disorders</li> <li>- Diabetes mellitus</li> <li>- Respiratory diseases</li> <li>- Heart diseases</li> </ul>	<p>Lecture and discussion Group discussion and presentation Case study</p>	6		
<p>13. Nursing care for high-risk mother during intrapartum period</p> <ul style="list-style-type: none"> <li>- Preterm labor</li> <li>- Preterm rupture of membranes</li> <li>- Post term labor</li> <li>- Prolapsed cord precipitate labor/difficulty labor</li> <li>- Uterine rupture</li> <li>- Uterine prolapsed</li> <li>- Prolonged and obstructed labour</li> <li>- Eclampsia</li> <li>- Shoulder dystocia</li> </ul>	<p>Lecture and discussion Video presentation Group discussion and presentation Demonstration</p>	8	10	
<p>14. Nursing care for women receiving technological assistant during intrapartum period Induction/Augmentation of labor</p> <ul style="list-style-type: none"> <li>- Vacuum extraction</li> <li>- Forceps extraction</li> <li>- Cesarean section</li> <li>- Breech birth</li> </ul>	<p>Lecture and discussion Video presentation Group discussion and presentation Demonstration</p>	6	10	
<p>15. Nursing care for postpartum women with complications</p> <ul style="list-style-type: none"> <li>- Postpartum hemorrhage (PPH)</li> <li>- Postpartum infection</li> <li>- Postpartum depression and psychosis</li> <li>- Fistula (RVF, VVF)</li> </ul>	<p>Lecture and discussion Video presentation Group discussion and presentation Demonstration</p>	6	4	

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**Course outline: Practice part: 336 hours**

Number of hours	Topic	Teaching-Learning Activities	Notes
Day- 1	Subject orientation	Discussion Goal setting (students)	
Day 2 to the end of the course	<p>Clinical practice to meet the objectives of the course at:</p> <ul style="list-style-type: none"> <li>-Antenatal clinic (ANC)</li> <li>-Post-partum wards (PP)/family planning (FP)unit</li> <li>-Labour room (LR)</li> <li>-Community and homes (for domiciliary midwifery)</li> </ul> <p><b>Clinical Teaching:</b></p> <p><b>At ANC</b></p> <ul style="list-style-type: none"> <li>-Risk assessment</li> <li>-Health education focusing on prevention and detection of abnormal conditions</li> </ul> <p><b>At Labour room</b></p> <ul style="list-style-type: none"> <li>-Assisting technological assisting delivery</li> <li>-Management of obstetric emergency</li> </ul> <p><b>At Post partum/Family planning</b></p> <ul style="list-style-type: none"> <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

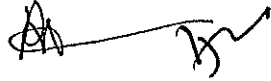
**\*As appropriate, with considerations on midwifery standards, nursing ethics, legal issues, family participation etc.**

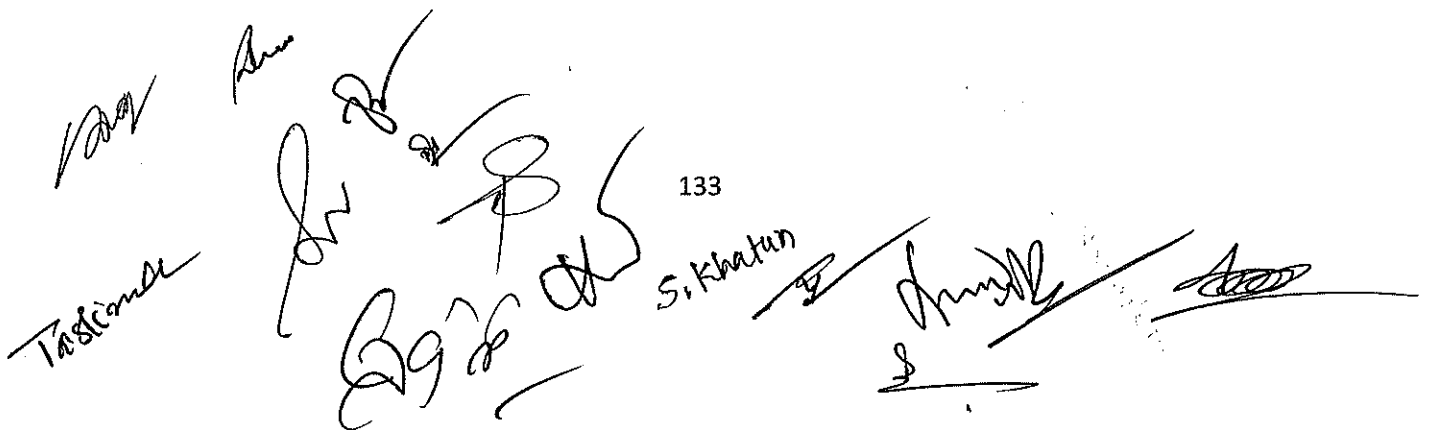
**Suggested Reading Materials:**

1. Konar, H. (2018). *DC Dutta's textbook of gynecology*. JP Medical Ltd.
2. Konar, H. (2018). *DC Dutta's textbook of obstetrics*. JP Medical Ltd.
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8. Jordan, R. G., Farley, C. L., & Grace, K. (Eds.). (2018). *Prenatal and postnatal care: a woman-centered approach*. John Wiley & Sons.



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## **B433: Nursing Management**

**Subject code : B433**

**Theory : 48 hours (3 Credits)**

**Laboratory : 0**

**Practice : 144 hours (1.5 Credits)**

### **Goal**

The aim of this course is to gain knowledge and skill regarding nursing management and leadership for practicing effective nursing leadership and management.

### **Learning Objectives**

After completion of the course students will be able to:

1. explain concept of nursing management and leadership; leadership style & theories of policy formulation.
2. identify the factors influencing effective nursing leadership and management in Bangladesh health care delivery system; constructing leadership skills.
3. describe the nursing management emphasis on time management, conflict management, and organizational management; planned change; nurses' role in clinical supervision.
4. explain the quality assurance, use of standard for quality management in nursing services; and practice as a team leader, clinical and community setting.

### **Subject Requirements:**

1. Attend class 80%
2. Actively participate in classroom & group activities, Role play, assignment and presentation
3. Provide practical exercise in group work presentation
4. Practice: 85%

### **Teaching-learning Methods**

1. Lecture
2. Discussion
3. Group exercise & presentation
4. Self- study directed by the teacher
5. Role play
6. Brain storming
7. Simulation

### **Teaching Materials/AV Aids**

1. Laptop
2. Multimedia Projector
3. White board & Marker

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### Course in Details

Course Outlines	Teaching – Learning Activities	T	L	P
1. Introduction to Nursing Management: Concept of Nursing Administration and Management <ul style="list-style-type: none"> <li>- Principles and levels of management</li> <li>- Introduction to management process (planning, organizing, staffing, directing, controlling and budgeting)</li> <li>- Role of a nurse as a manager</li> </ul>	Brain storming Lecture & Discussion	4		
2. Leadership <ul style="list-style-type: none"> <li>- Concept and Definition</li> <li>- Leadership principles and competencies</li> <li>- Leadership Styles: Situational leadership, Transformational leadership</li> <li>- Leadership Roles</li> <li>- Methods of leadership development</li> <li>- Mentorship/preceptorship in nursing</li> <li>- Historical background of leaders in Bangladesh nursing profession</li> </ul>	Brain storming Lecture & Discussion Role play	6		
3. Health care delivery systems in Bangladesh - Factors influencing effective nursing leadership and management	Lecture & Discussion	2		
4. Concepts of Time management <ul style="list-style-type: none"> <li>- Definition &amp; importance</li> <li>- Managing time -personal time management at work</li> <li>- Basic steps of time management</li> </ul>	Lecture & Discussion Assign students how to manage their personal time.	2		
5. Planned change <ul style="list-style-type: none"> <li>- Change theory</li> <li>- Change strategies</li> <li>- Planned change as a collaborative process</li> </ul>	Lecture & Discussion	2		
6. Conflict management <ul style="list-style-type: none"> <li>- Conflict Strategies</li> <li>- Conflict management</li> <li>- Compromising</li> <li>- Competing</li> <li>- Cooperating-accommodating-smoothing</li> <li>- Avoiding</li> <li>- Collaborating</li> <li>- Effects of conflict</li> <li>- Stress management</li> </ul>	Lecture & Discussion Peer group discussion Role play Student show they solve conflict in their personal life, present case scenarios	6		

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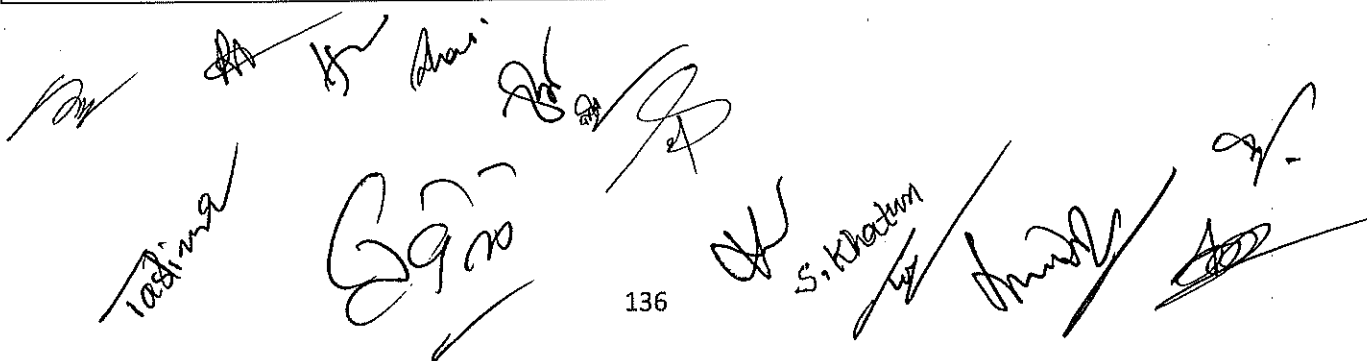
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Course Outlines	Teaching – Learning Activities	T	L	P
7.Organization & organizational change; - Concept of organization - Level/types of organization - Functions - Organogram	Brain storming Lecture & Discussion Assignment	4		
8.Inventory management: - Inventory control and role of nurse's procurement and purchasing - Auditing and maintenance in hospital and patient care unit	Brain storming Lecture & Discussion Assignment	4		
9.Organizational Behavior and Human Relations - Concepts and theories of organizational behavior - Group dynamics - Review inter personal relationship - Human Relations - Public relations in the context of nursing - Relations with professional associations and employee union - Collective bargaining - Communication in the workplace- Assertive Communication	Lecture & Discussion Group dynamics	6		
10.Resource Management - Human resources: - Financial resources - Material resources - Nursing Library	Lecture & Discussion	4		
11.Nursing delegation and supervision - Quality Control & Continuous quality improvement - Nursing Information Management Nurses' role in clinical supervision	Brain storming Lecture & Discussion Assignment	2		
12. Record Keeping and reporting	Lecture & Discussion	2		
13. Budget & Budgeting - Nursing Audit		4		


  
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**Practice: 144 hours (1.5 Credits)**

1. Clinical practice: Credit: 1.5 (144 hours) to meet the objectives of the course.
2. Selected issues currently concerned related to leadership and management issues (i.e., staffing, budgeting etc.)
3. Clinical conference: Topic selected according to assigned topic.
4. Role play as a Nurse administrator, leader, manager, nurse teacher, nursing supervisor and ward in-charge

Number of hours	Topic	Teaching-Learning activities	Notes
4 hours	Subject Orientation	Discussion on clinical practice guideline,	
4 hours	Ward orientation	Introduce students to CNT, ward staff and environment,	
136 hours will be distributed by the responsible teacher according to syllabus and available hospital facilities	<ul style="list-style-type: none"> <li>• Clinical practice to meet the objectives of the course</li> <li>• Pre and Post Conference at the end of every week-</li> <li>• As a Nurse administrator, leader, manager, nurse teacher, nursing supervisor and ward in-charge</li> </ul>	Assign students to work as a member/leader  Students have to conduct post conference at the end of the week.  - Role play as nurse administrator, leader, manager, nurse teacher, nursing supervisor and ward in-charge	

**Suggested Reading Materials:**

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

## B434: Nursing Education

Subject code : B 434

Theory : 56 hours (3.5 Credits)

Laboratory : 12 hours (0.25 Credits)

Practice : 144 hours (1.5 Credits)

### Goal

The aim of this course is to gain competencies regarding teaching and curriculum development.

### Learning Objectives

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

1. explain the concept and history of nursing education, and educational psychology.
2. describe the theories and principles of education.
3. describe the educational methodologies, teaching learning activities.
4. demonstrate the ability to conduct microteaching.
5. explain the evaluation of the courses and students, assessment tools for evaluating the teaching learning activities.
6. develop different assessment tools.
7. explain the nature, principles, and purposes of curriculum.
8. demonstrate the ability to develop and evaluate curriculum.

### Subject Requirements:

- Attend in theory part: 80%
- Attend in lab session: 80%
- Attend in practice: 85%

### Teaching Materials/AV Aids

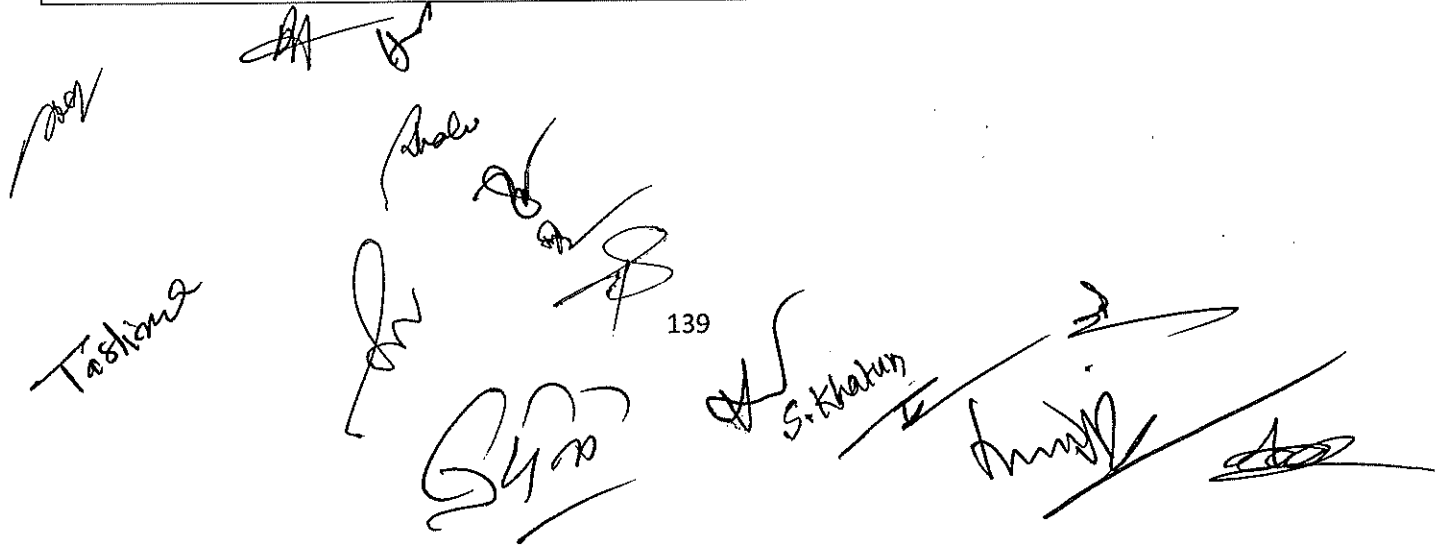
1. Laptop
2. Multimedia Projector
3. White board & Marker

### Course in Details

Course Outlines	Teaching - Learning Activities	T	L	P
1. Concept and history of nursing education	Lecture cum discussion	2		
2. Current trends & nursing education, social science	Lecture cum discussion	2		
3. Different terminologies: - Definition of various terminologies commonly used or related to the subject - Definition, purpose and process of education	Lecture cum discussion	2		

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Course Outlines	Teaching - Learning Activities	T	L	P
<ul style="list-style-type: none"> <li>- Types of education</li> <li>- Formal/non-formal/Informal education</li> </ul>				
4. Philosophy of nursing education & educational psychology	Lecture cum discussion	2		
5. Theories in teaching and learning <ul style="list-style-type: none"> <li>- Learning theories <ul style="list-style-type: none"> <li>• Behaviorism</li> <li>• Constructivism</li> </ul> </li> <li>- Learning theories in education</li> <li>- Important in learning theories</li> </ul>	Lecture cum discussion	2		
7. Learning: <ul style="list-style-type: none"> <li>- Definition of learning</li> <li>- Principles of learning <ul style="list-style-type: none"> <li>-Motivation</li> <li>-Social relation</li> <li>-Physical environment</li> </ul> </li> </ul>	Lecture cum discussion	2		
9. Nurse teacher <ul style="list-style-type: none"> <li>- Concept of nurse teacher</li> <li>- Qualities of nurse teacher</li> <li>- Roles and responsibilities of nurse teacher</li> <li>- Functions of nurse teacher</li> </ul>	Lecture cum discussion	2		
10. Teaching: <ul style="list-style-type: none"> <li>- Definition of teaching</li> <li>- Purpose of teaching</li> <li>- Factors influencing teaching (Factors related to teacher, students, strategies &amp; others)</li> </ul>	Lecture cum discussion	2		
11. Teaching techniques: <ul style="list-style-type: none"> <li>- Classroom management</li> <li>- Regulation of physical environment</li> <li>- Handling attendance</li> <li>- Regulation of activities</li> <li>- Handling instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> </ul>	2		


  
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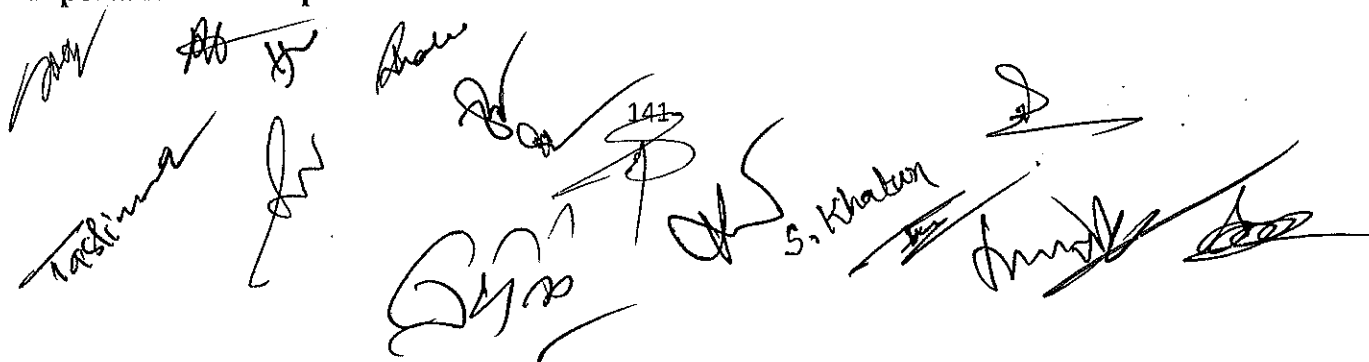


Course Outlines	Teaching - Learning Activities	T	L	P
12. Teaching methods: <ul style="list-style-type: none"> <li>- Selection of appropriate Teaching Methodologies</li> <li>- Lecture method</li> <li>- Discussion method</li> <li>- Clinical teaching</li> <li>- Case study</li> <li>- Demonstration method</li> <li>- Simulation</li> <li>- Role play</li> <li>- Brain storming</li> <li>- Field trip/Field visit</li> <li>- Tutorial method</li> <li>- Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> </ul>	6		
13. Teaching Aids: Definition and types; uses and functions, guidelines, preparation, and importance <ul style="list-style-type: none"> <li>- Handout</li> <li>- White Board</li> <li>- Posters</li> <li>- Charts</li> <li>- Flip chart</li> <li>- Flash cards</li> <li>- Multimedia projector &amp; screen,</li> <li>- Computer</li> <li>- Video projector</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> </ul>	2		
14. Lesson plan: <ul style="list-style-type: none"> <li>- Developing lesson plan               <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Clinical teaching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> </ul>	2		
15. Microteaching <ul style="list-style-type: none"> <li>- Technique of microteaching</li> <li>- Advantages and disadvantages of microteaching</li> <li>- Conduct the microteaching in different nursing colleges</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> </ul>	2		

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Course Outlines	Teaching - Learning Activities	T	L	P
15. Concept of curriculum and syllabus: <ul style="list-style-type: none"> <li>- Definition of curriculum &amp; syllabus</li> <li>- Purposes of curriculum development</li> <li>- Difference between curriculum &amp; syllabus</li> <li>- Components of curriculum</li> <li>- Functions of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	4		
16. The nature and purposes of curriculum <ul style="list-style-type: none"> <li>- Major factors influence on curriculum development</li> <li>- Need for curriculum revision/ change</li> <li>- Level of curriculum planning</li> <li>- Factors influence on curriculum planning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	4		
17. The nature and purposes of curriculum and curriculum documents: <ul style="list-style-type: none"> <li>- Statutory body &amp; its function</li> <li>- Curriculum Committee and its purposes</li> <li>- Core curriculum</li> <li>- Standard</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	2		
18. Analysis of learning needs	Lecture cum discussion	1		
19. Task analysis	Lecture cum discussion	1		
20. Curriculum structure: <ul style="list-style-type: none"> <li>- Formulation of the educational objectives</li> <li>- Bloom's Taxonomy of educational objectives</li> </ul>	Lecture cum discussion	2		
21. Curriculum development process: <ul style="list-style-type: none"> <li>- Stages of Curriculum process</li> <li>- Steps in curriculum construction</li> <li>- Steps of curriculum development/phases of curriculum development</li> </ul>	Lecture cum discussion	4		
22. Method of Assessment: <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Purpose</li> <li>- Steps</li> <li>- Criteria for effective Assessment</li> </ul>	Lecture cum discussion	2		
23. Tools of assessment: <ul style="list-style-type: none"> <li>- Written examination</li> <li>- Essay, short, objective &amp; MCQ</li> <li>- Oral examination</li> <li>- Performance test</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion and presentation</li> </ul>	6		

Laboratory practice 12 hours will be distributed by the subject teachers according to importance of the topic.


  
 Taslima  
 S. Khatoon  
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**Course out line**

**Practice part: 1.5 (144 hrs.)**

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

**Suggested Reading Materials:**

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

## **B435: Research and Bio-statistics**

**Subject Code : B435**

**Theory : 56 hours (3.5 Credits)**

**Laboratory : 12 hours (0.25 Credits)**

**Practice : 96 hours (1 Credits)**

### **Goal**

The overall aim of the course is to acquire knowledge and skills regarding research, evidence-based nursing and bio-statistics for integration evidence into practices.

### **Learning Objectives**

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

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

### **Course Requirements:**

1. Theory 80%
2. Lab practice 80%
3. Practice 85%

### **Teaching-learning activities:**

1. Lecture
2. Discussion
3. Assignment
4. Self-study
5. Group work

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*143*  
*S. Khatoon*  
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6. Presentation
7. Research workshop

**Subject Requirements:**

1. Attend class 80%
2. Actively participate in group work, assignment and presentation.
3. Develop a research proposal by individual or small group under supervision of an assigned teacher (Supervisor) and depends on institutional facilities.
4. Meet teacher/supervisor on a regular basis and report the progression of the research project.
5. Present and submit a research report on a specified date.

**Teaching Materials/AV Aids**

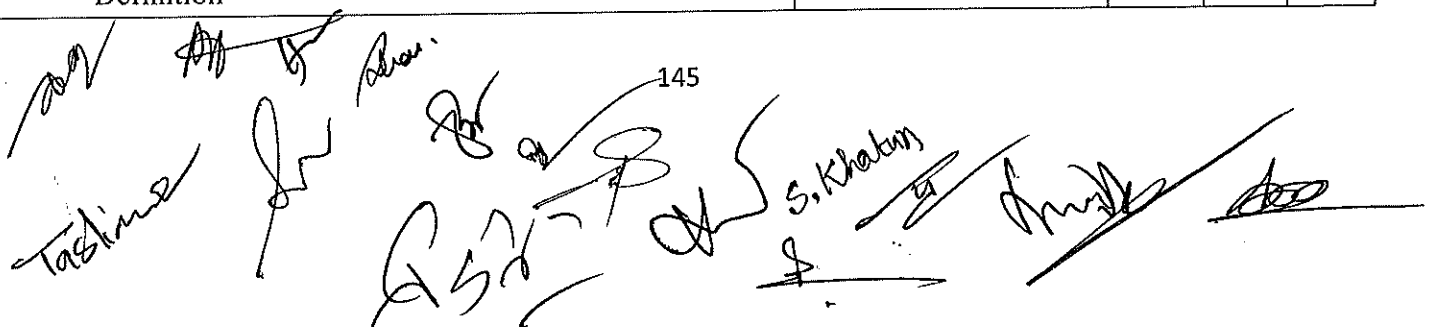
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**Course in Details**

Course Outlines	Teacher - Learning Activities	T	L	P
1. Research and Research Process <ul style="list-style-type: none"> <li>- Definition of research and nursing research</li> <li>- Types of research</li> <li>- Importance of nursing research</li> <li>- Scope of nursing research</li> <li>- Characteristics of good research</li> <li>- Steps of Research process</li> <li>- Research ethics: principles, protection of human Rights, Inform consent form</li> </ul>	Lecture and Discussion	4		
2. Research problem /Question <ul style="list-style-type: none"> <li>- Sources and Identification of problem</li> <li>- Formulation of problem statement</li> <li>- Criteria of a good research problem</li> <li>- Writing research objectives</li> </ul>	Lecture and Discussion Brain storming	2		
3. Literature review <ul style="list-style-type: none"> <li>- Importance of review literature</li> <li>- Sources</li> <li>- Function and role of good literature review</li> <li>- Criteria good literature review</li> <li>- Steps and techniques of literature review</li> <li>- Common data base</li> </ul>	Lecture and Discussion Group work	2	4	

Course Outlines	Teacher - Learning Activities	T	L	P
4.Hypothesis in nursing research <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Sources of hypothesis</li> <li>- Characteristics of good hypothesis</li> <li>- Component of hypothesis</li> <li>- Formulation of hypothesis</li> </ul>	Lecture and Discussion	2		
5.Research framework <ul style="list-style-type: none"> <li>- Theoretical</li> <li>- Conceptual</li> <li>- Operational definition of variables</li> </ul>	Lecture and Discussion Self-study	2		
7.Research design <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types of research design</li> <li>- Elements of research design</li> <li>- Characteristics of research design</li> </ul>	Lecture and Discussion	2		
8.Variables <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types of variables</li> <li>- Measurement of variable</li> </ul>	Lecture and Discussion	2		
9. Population and Sample <ul style="list-style-type: none"> <li>- Definition, Types</li> <li>- Sampling techniques</li> <li>- Prerequisite of good sample</li> <li>- Sample size Estimation</li> </ul>	Lecture and Discussion	2		
10.Psychometric property <ul style="list-style-type: none"> <li>- Validity and Reliability</li> <li>- Types</li> <li>- Threats of validity</li> <li>- Measures to improve validity</li> <li>- Pilot study</li> </ul>	Lecture and Discussion	2		
11.Data and data collection <ul style="list-style-type: none"> <li>- Definition, types, sources</li> <li>- Purpose of data collection</li> <li>- Methods and tools of data collection</li> <li>- Data collection procedure</li> </ul>	Lecture and Discussion	2	4	
12.Data analysis, interpretation & discussion <ul style="list-style-type: none"> <li>- Definition</li> </ul>	Lecture and Discussion	4	4	

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

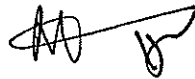
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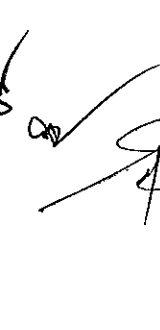
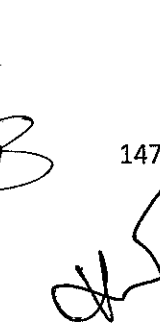
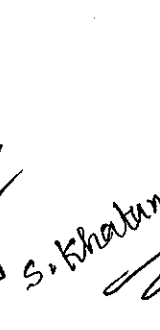


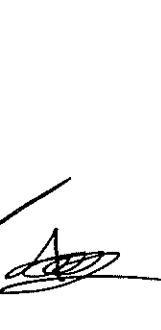
**Course outline: Practice part: 96 hours**

Number of Hours	Topic
Day – 1	Subject orientation
<p><b>Day- 2 to the end of the course</b></p> <ul style="list-style-type: none"> <li>- Attend in the journal club on students' selected topics</li> <li>- Formulation of problem statement</li> <li>- Construction of research tools/instruments</li> <li>- Develop research project proposal.</li> <li>- Defense research project</li> <li>- Conduct research project</li> <li>- Defense research project</li> <li>- Submit a paper at the end of the course</li> </ul>	

**Suggested Reading Materials:**

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





## B 416: Advanced Communicative English

**Subject Code : B416**

**Theory : 48 hours (3 Credits)**

**Laboratory : 48 hours (1 Credit)**

**Practice : 0**

### **Goal:**

The goal of this course is to equip individuals with the necessary knowledge and skills in English language for effective communication and interaction within healthcare settings.

### **Learning Objectives**

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

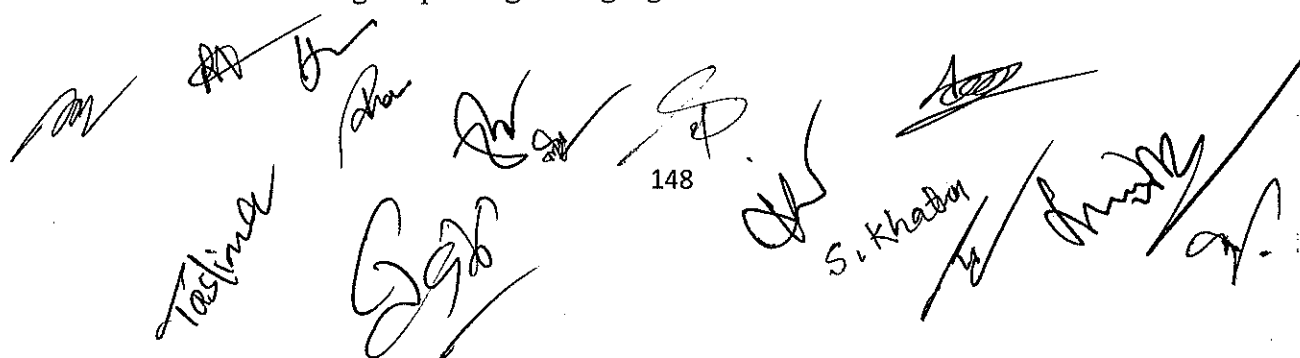
1. Develop and enhance language skills required for the international English proficiency.
2. Provide ample practice opportunities to improve listening, reading, writing, and speaking skills within the healthcare context.
3. Increase students' confidence and competence in effectively communicating with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

### **Course requirement:**

- Class attendance: 80%
- Lab attendance: 80%
- Assignments: (Summery of writing, reading, listening, self-reflection)
- Oral presentation (individual work or group work)

### **Teaching Methods:**

- Brain storming
- Lecture and discussions
- Self-study
- Group work
- Assignment
- Presentation
- Practice listening & speaking in language labs.

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### Course in Details

Course Outline	Teaching & Learning Activates	T	L	P
<b>Listening module:</b> <ul style="list-style-type: none"> <li>▪ Listening to healthcare-related conversations and lecture.</li> <li>▪ Identifying key information, tone, and general idea</li> <li>▪ Completing listening tasks, such as IELTS, OET format etc.</li> <li>▪ Practicing listening, such as IELTS, OET format etc.</li> <li>▪ Conducting mock listening tests to assess progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening authentic audio</li> <li>• group discussion</li> <li>• presentation</li> </ul>		24	
<b>Speaking module:</b> Improving the following areas <ul style="list-style-type: none"> <li>▪ Improving fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation</li> <li>▪ Practicing speaking, such as IELTS, OET format etc.</li> <li>▪ Conducting mock speaking tests such as IELTS, OET format etc. to assess progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive interviews</li> <li>• Roleplay</li> <li>• dialogues</li> </ul>		24	
<b>Reading module:</b> <ul style="list-style-type: none"> <li>▪ Enhancing reading comprehension skills through healthcare-related articles, case studies, and journals.</li> <li>▪ Identifying main ideas, details, and inferences.</li> <li>▪ Practicing reading, such as IELTS, OET format etc.</li> <li>▪ Conducting mock reading tests such as IELTS, OET format etc. to track improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Classwork</li> <li>• groupwork</li> </ul>	24		
<b>Writing module:</b> <ul style="list-style-type: none"> <li>▪ Writing CV &amp; cover letter</li> <li>▪ Interpreting chart/graph</li> <li>▪ Practicing writing such as IELTS, OET format etc.</li> <li>▪ Writing formal letter, referral letter, argumentative essay &amp; academic writing</li> <li>▪ Conducting mock reading tests, such as IELTS, OET format etc. to track improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Brainstorming</li> <li>• Assignment</li> </ul>	24		

#### Suggested Reading Materials:

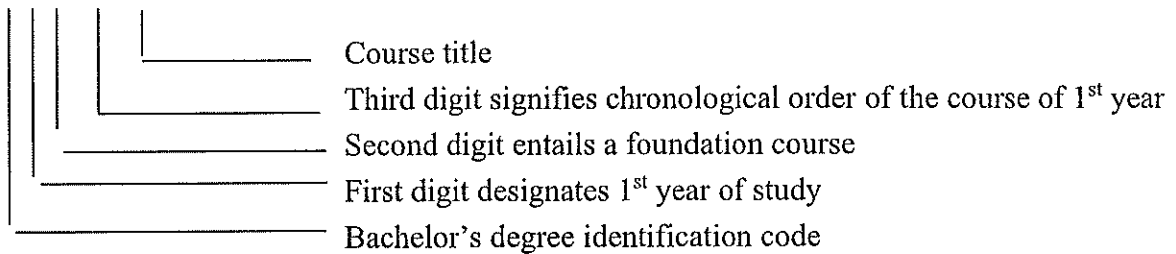
- Intermediate English Grammar by Raymond Murphy – latest Edition.
- Cambridge English for Nursing – Virg Rinia Allum and Patricia McGarr.
- Headway (Intermediate/Upper-intermediate)- latest edition.
- Cambridge IELTS series.
- OET official book

### Course Code Systems, Course Code and Name

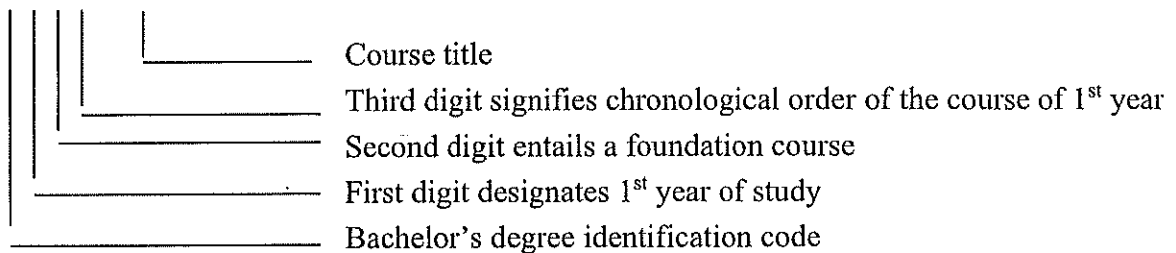
Course code means designation and numbering system of a course. Each course is designated by a letter B which stands for B. Sc. in nursing degree followed by a three-digit number with the following criteria:

1. B - Bachelor's degree identification code
2. First digit indicates the year of study;
3. Second digit indicates whether the course is general (1) foundation (2) and professional (3) and
4. The third digit indicates chronological order of the subject of specific year. The course code is illustrated by three examples.

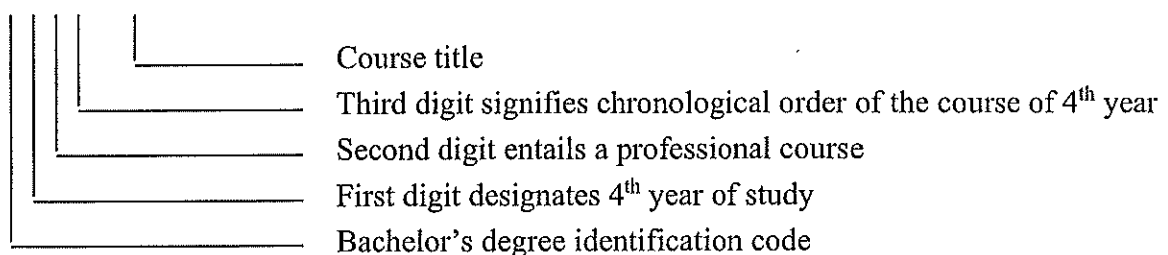
#### B 111 Behavioral Science



#### B 122 Anatomy



#### B 433 Researches in Nursing



Handwritten signatures and initials at the bottom of the page, including names like 'Tasneem', 'S. Khatoon', and '150'.

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

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

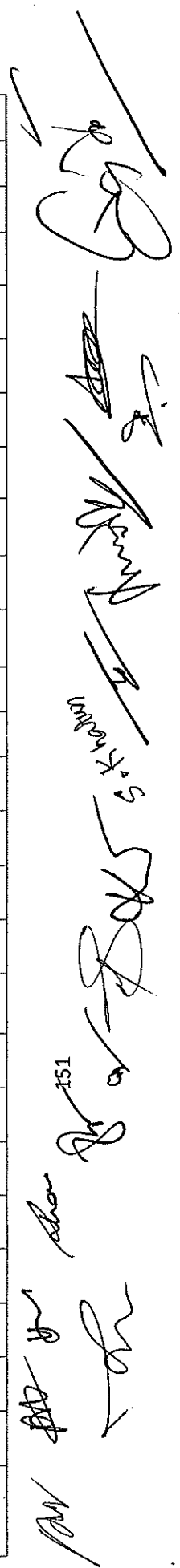
T= theory, L= Laboratory, R= Review, SL= study leave, TE= Term Exam, CP=Clinical Practicum, FV= Field Visit, TP = Teaching Practice  
 YFEX = Year Final Exam, B= Break/Leave, RW= Research Work,

*Fastme / MW*  
*Shan, 152*  
*Dr a / S.K. P. G. H. M. V.*  
*Dr a / S.K. P. G. H. M. V.*  
*Dr a / S.K. P. G. H. M. V.*  
*Dr a / S.K. P. G. H. M. V.*

# Master Plan

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

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


  
 [Signature] 151  
 [Signature] S.K. Mahajan  
 [Signature]

	Community Health Nursing and Epidemiology	9	7	112	0	0	2	192	200
	Midwifery	10	5.5	88	1	48	3.5	336	200
<b>Fourth Year</b>	Obstetrical and Gynaecological Nursing	8	4	64	.5	24	3.5	336	200
	Nursing Management	4.5	3	48	0	0	1.5	144	100
	Nursing Education	5.25	3.5	56	.25	12	1.5	144	200
	Research and Bio-statistics	4.75	3.5	56	.25	12	1	96	200
	Advanced Communicative English	4	3	48	1	48	0	0	100

**Grading Scale**

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

Prepared by.....

Compared by.....

Principal.....

*Handwritten signatures and initials:*  
 S. Khatun  
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 [Signature]  
 [Signature]  
 [Signature]  
 [Signature]

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Issue No.

Name of College  
 Academic transcript  
 Bachelor of Science in Nursing  
 Name.....Father's Name.....Mother's Name.....  
 Student Registration.....Session.....Roll No.....Medium of Instruction: English

Year	Course Name	Credit	Credit/Hours						Marks/Grade	Attempt
			Theory		Lab		Practice			
			Cr	Hr	Cr	Hr	Cr	Hr		
First Year	Communicative English	3.5	2.5	40	1	48	0	0	100	
	Nursing Informatics	4	3	48	1	48	0	0	100	
	Behavioral Science	5.5	5	80	0	0	.5	48	150	
	Anatomy	7	6	96	1	48	0	0	150	
	Physiology	7	6	96	1	48	0	0	150	
	Microbiology and Parasitology	5.5	5	80	.5	24	0	0	150	
	Fundamentals of Nursing-I	17.75	11.5	184	2.75	132	3.5	336	200	
Second Year	Fundamentals of Nursing-II	8.75	6	96	.75	36	2	192	200	
	Pediatric Nursing	6.25	4	64	.25	12	2	192	200	
	Medical and Surgical Nursing-I	8.5	5	80	.5	24	3	288	200	
	Pharmacology	2.75	2.5	40	.25	12	0	0	100	
	Traumatology and Orthopedic Nursing	7.25	5	80	.25	12	2	192	200	
	Nutrition and Dietetics	3.25	2.5	40	.25	12	.5	48	150	
	Forensic Nursing, Laws and Ethics	2.5	2	32	0	0	.5	48	100	
Third Year	Gerontological Nursing	4	3	48	0	0	1	96	150	
	Psychiatry and Mental Health Nursing	6	4	64	0	0	2	192	200	
	Emergency and Critical Care Nursing	7.5	4	64	1	48	2.5	240	200	
	Medical and-surgical Nursing-II	11	6.75	108	1.25	60	3	288	200	


  
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**Annexure – IV**

**Contributors:**

**Reviewers:**

**Revised and Update:**

**IT Assistance:**

**Official Assistance:**

**Name of stakeholders:**

**List of contributors:**

**Reviewers:**

A collection of handwritten signatures and initials in black ink, arranged in a loose horizontal line. The signatures vary in style, including cursive and block letters. Some are accompanied by checkmarks or other small marks. One signature on the right side is clearly legible as 'S. Khasin'. The overall appearance is that of a list of names or initials provided for review purposes.





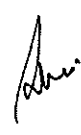






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Revised and updated by:

Name of Stakeholders: MoH FW (Not in According to Seniority):

List of Contributors (Not in According to Seniority)



       
    
Tasme 