



وزارة التعليم العالي والبحث العلمي

# دليل الدراسة لكليات التمريض بالجامعات الليبية

2022



## توطئة

الدول الحريضة الدول على التعليم واكتساب المعرفة والخبرة اللازمة تعد أهم استثماراتها و ثرواتها ألا وهي عقول أبنائها . لهذا اقتضت المنهجية العلمية أن تطرح النتيجة التي جاءت بها والفكرة التي اهتدت إليها ومن ثم يتبعها التطبيق الكاشف عن دقائقها الموضح لجزئياتها.

لهذا تم وضع هذا الدليل بشأن اللوائح التنظيمية لكليات التمريض بالجامعات الليبية والخطة الدراسية المعتمدة وفق توصيف المقررات الدراسية.

من هنا ينبغي العمل بهذا الدليل للرفع من النتاج العلمي بحثاً وتدریساً لشتى علوم التمريض. ولأنها توطئة سنأخذها ونسعى إلى تطبيقها للوصول إلى الجمع بمضمون الدليل بألية متبعة من أجل الهدف وتحقيق الفكرة.

ونحن إذ نقدم هذه الجهود فإننا نأمل أن نكون قد قدمنا شيئاً يساعدنا على فتح الأبواب أمام أهل العلم والمعرفة خدمة لوطننا الحبيب ليبيا ومما يلبي احتياجات بلدنا لمؤهلين في مجال التمريض وعلومه كافية تمكنهم من إحداث التطوير والتنمية في عالم يتسابق فيه الجميع نحو البناء ولا مكان فيه لغير العلماء والمتعلمين والمبدعين.

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**قرار  
مادة (1)**

يتم بموجب أحكام هذا القرار اعتماد دليل الدراسة لكليات التمريض بالجامعات الليبية المرفق بهذا القرار.

**مادة (2)**

يعمل بهذا القرار من تاريخ صدوره وعلى الجهات المعنية تنفيذه.

**عمران محمد القيب  
وزير التعليم العالي والبحث العلمي**



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# اللائحة التنظيمية لكليات التمريض بالجامعات الليبية

2022 م



## الفصل الأول: كلية التمريض

### مادة (1): تعريفات

تدل العبارات الآتية أينما وردت في هذه اللائحة علي المدلولات المبينة قرين كل منها ما لم يدل السياق علي خلاف ذلك:

مجلس الكلية: يتألف مجلس الكلية من عميد الكلية وكيل الكلية للشؤون العلمية، ورؤساء الأقسام العلمية، مسجل الكلية وبحضور مدير مكتب الشؤون الإدارية والمالية بالكلية، ورؤساء نقابات أعضاء هيئة التدريس، والموظفين، والطلاب بالكلية فيما يتعلق بشؤونهم، ولا يكون لهم حق التصويت وهذا بناءً علي ما ذكر في قانون رقم (4) للجامعات لسنة 2018م.

عميد الكلية : هو الشخص الذي يتولى الإشراف المباشر على سير العمل بالكلية وتصريف أمورها العلمية والإدارية في حدود السياسات التي ترسمها الجامعة.

رئيس القسم العلمي: هو عضو هيئة تدريس يرأس المجلس العلمي للقسم.

المجلس العلمي للقسم: يتشكل المجلس العلمي للقسم من رئيس القسم وعضوية جميع أعضاء هيئة التدريس القارين به، ويتم اختيار مقرر من بينهم، ويجوز حضور أي من الأساتذة المتعاونين وذلك عند مناقشة الجانب الذي يخصه فقط ولا يحق له التصويت على قرارات المجلس.

عضو هيئة التدريس: وهو كل من يحمل مؤهلاً علمياً عالياً (الماجستير أو الدكتوراة) أو ما يعادلها من الشهادات التي تعترف بها الجهة المختصة بذلك؛ يؤهله للتدريس بإحدى مؤسسات التعليم العالي في إحدى التخصصات المعتمدة في الكلية ويقوم بعملية التدريس بها.

الطالب: هو الشخص الذي يدرس في هذه الكلية ابتداءً من تاريخ تسجيله في الدراسة حتى زوال هذه الصفة عنه إما بتخرجه أو بانسحابه أو بفصله من الكلية أيأ كانت الأسباب.

رقم القيد: رقم تسلسلي يمنح للطلاب عند تسجيله في الكلية، يدل على الكلية والعام الجامعي والسنة الدراسية التي بدأ فيها الطالب.

الساعة الدراسية: هي انتظام الطالب في الدراسة لمدة ساعة أسبوعياً على مدى عام دراسي كامل. السنة الميلادية: هي السنة الشمسية وتتألف من اثني عشر شهراً وبالإيام 365 يوماً للسنة البسيطة و366 يوماً للسنة الكبيسة.

المقرر الدراسي: هو مادة دراسية متخصصة يدرسها الطالب، ويكون لكل مقرر اسم ورمز وتوصيف مفصل لمفرداته يميزه من حيث المحتوى عما سواه من مقررات

الممتلكات: هي جميع ما تمتلكه الكلية من أصول مادية منقولة وغير منقولة.

الكليات المناظرة: وهي أي كلية من كليات التمريض في أي جامعة ليبية أو غير ليبية معترف بها من قبل وزارة التعليم.

الخطة الدراسية: هي مجموعة المقررات الدراسية والتي تشكل من وحداتها متطلبات التخرج التي يجب على الطالب اجتيازها بنجاح للحصول على درجة البكالوريوس في التمريض.



نظام ECTS : ECTS وهي اختصاراً للكلمات التالية:

((European Credit Transfer and Accumulation System))

النظام الأوروبي لتجميع و نقل رصيد الوحدات الأكاديمية و هو نظام معتمد للتقييم وحساب المعدل التراكمي بمؤسسات التعليم العالي الأوروبية حسب مسار بولونيا وهذا التقييم معتمد من قبل مؤسسات خارج منطقة الاتحاد الأوروبي. هذا النظام يسלט الضوء على الوقت المطلوب من الطالب حتى يعادل عبء العمل الذي كلف به من قبل تدريس المادة الأكاديمية.

### مادة (2): نبذة عن كليات التمريض

تأسست كليات التمريض بقرار من اللجنة الشعبية العامة للتعليم العالي رقم (535) ورقم (585) لسنة 2007 ميلادي ذي رقم أشاري ( أ ل ت ع . ل 319) والخاص بإعادة تنظيم الجامعات والمعاهد العليا بدولة ليبيا بحيث تكون كليات التمريض بالجامعات بديلا عن المعاهد الصحية العليا للتمريض.

### مادة (3): لغة الدراسة

اللغة الانجليزية هي لغة الدراسة بكليات التمريض في المقررات الدراسية التي تتطلب دراستها بهذه اللغة و تستثنى المقررات التي تتطلب الدراسة باللغة العربية.

### مادة (3): الدرجات العلمية التي تمنحها كليات التمريض

- 1 . تمنح كليات التمريض درجة البكالوريوس في علوم التمريض ( B.S.N ).
- 2 .الإجازة العالية أو الماجستير في التمريض.
- 3 .درجة الإجازة الدقيقة الدكتوراه في التمريض.

ولمجلس الكلية اقتراح إضافات أو تعديل أو إلغاء من أي من الشهادات التي تصدرها إذا دعت الضرورة لذلك وعرضها على إدارة الجامعة لإقرارها.

وفيما يخص الدراسات العليا في الكليات تحدد وفق اللائحة العامة بشأن تنظيم التعليم العالي.

## الفصل الثاني: نظام الدراسة

### مادة (5): نظام الدراسة

- مدة الدراسة للحصول على الإجازة التخصصية بكليات التمريض 4 أربع سنوات دراسية ، وتضاف سنتان دراسيتان للمدة السابقة كحد أقصى لتخرج الطالب ، ولا تحتسب سنة إيقاف القيد من مدة الدراسة الفعلية بالكلية. وعلى الطالب استكمال جميع متطلبات التخرج من مقررات دراسية وبحوث وتدريب ميدانية إضافة إلي أربعة أشهر امتياز .





- النظام المتبع بالكليات النظام الفصلي المغلق حيث تنقسم السنة الدراسية إلى فصلين دراسيين خريف وربيع مدة كل منهما بين 14-16 أسبوعا ، ويحدد بداية ونهاية كل فصل دراسي من قبل مجلس الجامعة بناء علي اقتراح مجلس الكلية.
- الدراسة نظامية ويشترط على الطالب أن يواظب على حضور المحاضرات النظرية والعملية والمناقشات وإعداد البحوث، ولمجلس الكلية أن يحرم الطالب من التقدم لامتحانات النهائية في أية مادة تجاوزت نسبة غيابه فيها 25% من مجموع الساعات المقررة وترصد له فيها درجة صفر. ويقوم أعضاء هيئة التدريس برصد غياب الطلبة في كل محاضرة وتسليمها إلى مسجل الكلية شهرياً ليتم توثيقها و إبلاغ الطلبة بها وإنذارهم بالآثار المترتبة عليها.

### مادة (6) الوحدات الدراسية

تكون الدراسة بنظام الساعات المعتمدة و ما يعادله من نظام الوحدات المعتمدة وفقا للنظام الاوروي. الساعة الدراسية المعتمدة (الوحدة) هى وحده قياس دراسية لتحديد وزن كل مقرر بالنسبة للمقررات الاخرى وهى تعادل:

- واحد ساعة معتمدة = واحد ساعة نظري
- واحد ساعة معتمدة = ساعتان تطبيقي معلمي
- واحد ساعة معتمدة = 3 ساعات تطبيقي اكلينيكي

لنيل درجة البكالوريوس في علوم التمريض يجب على الطالب النجاح في عدد 50 مقرر دراسي ليحصل على 140 ساعة دراسية معتمدة حسب الخطة الواردة في هذه اللائحة هذا يعادل 240 نقطة ECTS و كل سنة دراسية تعادل 60 نقطة.

### مادة (7): المقررات الدراسية بالكلية

توزع المقررات الدراسية والتي تدرس لنيل درجة البكالوريوس إلي ما يلي :-

أولا: مقررات تمريضية - تمريض نفسي وصحة عقلية , تمريض أطفال , تمريض نساء وتوليد , تمريض المسنين , تمريض صحة الأسرة والمجتمع , تمريض البالغين .

ثانيا : مقررات طبية مساندة - تشريح , فسيولوجي , علم الأحياء الدقيقة, علم الأدوية , فسيولوجيا الأمراض , تغذية علاجية , تغذية , كيمياء حيوية.

ثالثا : مقررات عامة - اللغة العربية , علم النفس , علم الاجتماع الطبي , طرق البحث العلمي , إحصاء حيوي , إستراتيجية التثقيف الصحي , لغة إنجليزية ومصطلحات طبية , علم الحاسوب , مهارات التواصل.





## مادة (8): أقسام الكلية

يمكن لكليات التمريض أن لا يكون فيها أقسام تخصصية أي التمريض العام فقط أو قد يكون بها أقسام تخصصية مانحة لدرجة البكالوريوس مثل:

- 1- قسم التمريض العام
- 2- قسم أساسيات التمريض
- 3- قسم القبالة و حديثي الولادة
- 4- قسم تخدير و عناية فائقة
- 5- قسم العمليات الجراحية

## مادة (9): منح شهادة البكالوريوس

يمنح الطالب شهادة البكالوريوس في التمريض إذا استوفي الشروط التالية:

1. أن يكمل بنجاح جميع المقررات الدراسية المقررة وفق الخطة الدراسية المعتمدة ومتطلبات التدريب العملي والميداني طبقاً للمادة (5) من هذه اللائحة.
2. أن ينهي الدراسة خلال المدة المسموح بها في المادة (5).
3. يجوز لمجلس الكلية تعديل المقررات الدراسية وفقاً لحاجات المجتمع والتطورات العلمية من اللجنة العلمية بالكلية .

## الفصل الثالث: نظام القبول والانتقال

### مادة (10): شروط القبول في الكليات

تحدد الكليات عدد الطلبة الجدد المستهدف قبولهم حسب القدرة الاستيعابية للكلية. ويشترط للقبول بالكلية لنيل الإجازة العلمية (البكالوريوس) ما يلي:

1. أن يكون الطالب متحصل على النسبة المئوية المعتمدة للقبول بالكليات وفق النظم التي تحددها وزارة التعليم لتلك السنة من إحدى مدارس دولة ليبيا أو ما يعادلها من الشهادات المعترف بها من وزارة التعليم العالي. يلزم الطلاب الحاصلين على الشهادة الثانوية العامة من خارج دولة ليبيا بضرورة معادلة شهادتهم والتصديق عليها من الإدارة المختصة بوزارة التعليم العالي والبحث العلمي.
2. أن يكون قادراً صحياً على متابعة الدراسة العملية والنظرية في تخصصه المرغوب و خالياً من الأمراض المعدية.
3. أن يكون حسن السيرة و السلوك.
4. اجتياز امتحان القبول أو المقابلة الشخصية بنجاح.



5. ألا يكون الطالب قد فصل من أية كلية لأسباب علمية أو تأديبية.  
6. لا تقبل الكلية حملة الثانويات ما قبل سنة التسجيل مهما كانت تقديراتهم إلا بعد موافقة المسجل العام للجامعة وفقا للشروط التالية:

- أن يكون المتقدم قد حصل على معدل الثانوية بما لا يقل عن المعدل الأدنى للطلبة المقبولين في العام الدراسي المتقدم له.
- أن تتوفر فيه جميع الشروط المذكورة أعلاه.

7. يؤخذ في الاعتبار عند تحديد نتيجة قبول الطالب مجموع الدرجات التي حازها في امتحان القبول بنسبة 50 % ومجموع الدرجات التي حازها في الثانوية بنسبة 50 %.

يكون لمجالس الكليات الحق في تغيير أو إضافة أي بند من بنود هذه المادة حسب القوانين واللوائح المعتمدة بعد اعتماد التعديل من مجلس الجامعة.

#### مادة (11): نظام الطلبة الوافدين

يشترط لقبول الطلبة غير الليبيين بالإضافة إلى الشروط السابقة كما ورد في المادة (10) من هذه اللائحة ما يلي:

- أ. أن يكون مقيما بدولة ليبيا إقامة اعتيادية طويلة مدة الدراسة.
- ب. الالتزام بدفع رسوم ونفقات الدراسة وفق اللوائح والنظم المعمول بها في الجامعات ما لم يستثنى من ذلك.

#### مادة (12): الانتقال إلى الكلية

يجوز قبول الطلاب المنتقلين إلى كلية التمريض من كليات التمريض والكليات التطبيقية الأخرى (كلية العلوم، كلية الزراعة، كلية التربية، كلية التقنية الطبية، كلية الطب البشري وكلية الطب البيطري و كلية طب و جراحة الفم و الأسنان و كلية الصيدلة) بالجامعات الليبية، أو إحدى الجامعات المعترف بها. على أن تتم معادلة المقررات المناظرة. ويتقدم الطالب الذي يرغب بالانتقال بطلب كتابي إلى مسجل الكلية وذلك قبل بدء السنة الدراسية وتكون شروط الانتقال وفقا لما يلي :

- أن يستوفي الطالب شروط القبول في الكلية المنصوص عليها في المادة (9) من هذه اللائحة.
- ألا يكون مفصولا من جامعته الأصلية لأسباب علمية أو تأديبية.
- أن يلتزم بتقديم المستندات المتضمنة المقررات التي درسها ومحتويات هذه المقررات.
- أن يدرس بالكلية مدة لا تقل عن سنتين.

وفي كل الأحوال يتولى مسجل الكلية إحالة طلبات الانتقال والمستندات المرفقة إلى إدارة الكلية لإدراجها ومن ثم تحويلها إلى لجنة المعادلات العلمية لإتمام التقييم الأكاديمي.





### مادة (13): لجنة المعادلات العلمية

- تنشأ بالكلية لجنة مختصة من أعضاء هيئة التدريس لمعادلة مؤهلات الطلبة المنتقلين إليها وأن يكون مسجل الكلية مقررًا للجنة ، وعلى لجان المعادلة البت في طلبات الطلاب في أجل لا يتجاوز شهر وفق نص المادة (11) من اللائحة 501 من تاريخ تقديم الطلب.
- تختص اللجنة بالتقييم العلمي والأكاديمي للطلاب لمعرفة مدى توافق توصيف المقررات التي سبق دراستها مع توصيف المقررات المطلوبة بالقسم ويبدى أعضاء لجنة المعادلات آراءهم كتابيا بحضور يتم التوقيع عليه من قبلهم وبناء على هذا التقييم يتم تحديد المرحلة الدراسية التي سيدرس بها الطالب.
- إذا وجدت اللجنة أن طالب النقل قد درس وفق أنظمة تعليمية مغايرة لما هو معمول به في الجامعات الليبية توجب عليها إحالة الأمر إلى اللجنة المختصة بمعادلة المؤهلات العلمية بوزارة التعليم العالي في الأجل المذكور سابقا.
- يجوز للكلية إلحاق الطالب بالدراسة وفق معادلة أولية وذلك إلى حين استكمال إجراءات المعادلة النهائية.

### مادة (14) المقررات الدراسية

- (أ) تستبعد المقررات التي درسها الطالب في الكلية المنقول منها ، إذا لم تكن مقررة بالكلية في أي مرحلة من مراحل الدراسة.
- (ب) تقارن المقررات التي درسها الطالب في الكليات المنقول منها ونجح فيها ؛ بالمقررات المناظرة بالكلية من حيث المحتوى الدراسي ، وعدد الوحدات .
- (ت) يعفى الطالب من دراسة المقررات التي نجح فيها ، والتي تطابق المقررات المقررة بالكلية.
- (ث) على الطالب المنقول أن يتم إجراءات التسجيل خلال أسبوع من موعد قبوله وألا اعتبر قبوله لاغيا.

## الفصل الرابع: نظام التسجيل وإيقاف القيد

### مادة (15): التسجيل بالكلية

1. يبدأ التسجيل بالكلية بمجرد وصول قوائم التنسيب إليها مع بداية كل عام. وعلى الطالب المنسب إلى الكلية أن يتم إجراءات التسجيل خلال الفترة التي تعلن عنها الكلية، ولا يسمح له بالتسجيل المتأخر إلا بموافقة إدارة الكلية، على ألا تزيد مدة التأخير عن أسبوع من نهاية فترة التسجيل.
2. لا تعتبر إجراءات التسجيل صحيحة إلا بحضور الطالب شخصيا وبعد استكمال جميع المستندات المطلوبة واعتماد ذلك من مسجل الكلية.



3. في حالة تأخر الطالب المنسب عن موعد التسجيل بعذر قهري يقوم بتقديم طلب مدعما بالمستندات الدالة على ذلك إلى مسجل الكلية في فترة لا تزيد عن شهر من تاريخ بدء الدراسة وإذا لم تقبل إدارة الكلية عذر الطالب أعتبر منقطعاً عن الدراسة.

### مادة (16): إيقاف و تجديد القيد

• يجوز للطالب أن يوقف قيده وذلك لمرة واحدة فقط طيلة فترة الدراسة خلال شهر من بداية الفصل الدراسي ولا تحسب مدة الإيقاف ضمن المدة المحددة لإتمام متطلبات التخرج المنصوص عليها في المادة ( 6 ) من هذه اللائحة، ويتم وقف القيد لأسباب قهرية تقبلها إدارة الكلية ووفقاً للشروط التالية:

- أ. تقديم طلب نموذج إيقاف قيد يمكن الحصول عليه من مسجل الكلية، مصحوباً بالمستندات المساندة والدالة على الأسباب التي تجعله يتقدم بطلب إيقاف قيده في المدة المذكورة سابقاً .
- ب. تراعى الأسباب القاهرة لذوى الأمراض النفسية وإصابات الحوادث والتي تتطلب العلاج لفترات طويلة واعتبار هذه المدة إيقاف قيد، ولا تحسب مدة إيقاف القيد المذكورة ضمن مدة الدراسة الفعلية على أن لا تتجاوز المدة أربعة فصول دراسية.
- ت. يجوز قبول وقف قيد الطالب بصورة استثنائية من قبل رئيس الجامعة وفق ما نصت عليه المادة (15) من اللائحة 501 لسنة 2010.

- إذا قام الطالب بإيقاف قيده في أي من الفصلين الدراسييين (فصل الخريف - فصل الربيع) ليس له حق دخول امتحان الدور الثاني لذات العام الدراسي ، ويجوز له أن يستكمل تصفية المقررات التي لم ينجح فيها (سواء في الفصل الذي أتمه أو الفصل الذي أوقف فيه قيده) في السنة التي تليها.
- تتم إجراءات تجديد القيد في المواعيد التي تحددها الكلية، وعادة قبل بدء الدراسة بفترة لا تقل عن أسبوع أو خلال الأسبوع الأول منها.
- إذا لم يقم الطالب بالتجديد اعتبر منقطعاً لسبب غير مشروع ما لم تقبل الكلية عذره وتوقف قيده.
- يجرى تجديد القيد بالتوقيع على النموذج المعد لذلك.

## الفصل الخامس: نظام الامتحانات والتقييم

### مادة (17): نظام الامتحانات

تجرى الامتحانات الجزئية التحريرية أو الشفهية في كل مقرر خلال الفصل الدراسي ويجوز استبدال هذا النظام كلياً أو جزئياً بنظام التقييم المستمر عن طريق إعداد البحوث أو أوراق العمل أو التجارب أو القيام بالدراسات الميدانية أو التطبيقية ، وتجرى الامتحانات النهائية (عملية وتحريرية وسريفة) حسب طبيعة المقرر في نهاية كل فصل دراسي، وتكون مدة الامتحان التحريري لجميع المقررات ساعتين، ويجوز تعديل





هذه الفترات لأي مقرر دراسي بناء على اقتراح مجلس الكلية، وتكون الامتحانات النهائية من دورين ( أول وثان ) ويسمح للطالب بالدخول في الدور الثاني مهما كان عدد مواد الرسوب وترصد للطالب درجته الكاملة في الدور الثاني وتعقد الامتحانات النهائية بالكلية بعد إقرارها من إدارة الجامعة على النحو التالي:

1. امتحان الدور الأول: وفيه يتم إجراء الامتحانات العملية النهائية خلال الأسبوع الأخير من كل فصل دراسي ، ويتبعه مباشرة الامتحانات النهائية النظرية ، ويجوز أن يشمل الامتحان النهائي الجزئين النظري والعملي وذلك في المقررات التي لا تشتمل على تطبيقات معملية أو ميدانية أو كليهما.
2. امتحان الدور الثاني: وفيه يتم إجراء الامتحانات النظرية التحريرية فقط، على أن تحدد مواعيدها من قبل إدارة الكلية بالتنسيق مع إدارة الجامعة
3. ترصد للطالب بالدور الثاني درجة العملي النهائي بالدور الأول باستثناء المقررات التمريضية.
4. في حالة الإعادة على الطالب إجراء جميع الامتحانات النظرية والعملية والسريية، وفق منهج السنة الدراسية للإعادة و لا يجوز له تثبيت العملي أو أية أعمال سنة لأي مقرر سبق له الرسوب به.
5. إذا تغيب الطالب بدون عذر يعتبر راسبا وترصد له درجة صفر في كل المقررات والامتحانات التي تغيب بها .
6. إذا تغيب الطالب بعذر يقبله القسم المختص عن الامتحانات الجزئية تحسب له الدرجة مع درجة الامتحان النظري النهائي. وفي جميع الأحوال لا تكرر الامتحانات الجزئية بسبب غياب الطالب.
7. لمجلس الكلية بناء على طلب مجالس الأقسام المختصة حرمان الطالب المنتظم من التقدم لامتحان كله أو بعضه إذا كانت نسبة الغياب في المقرر 25% فأكثر، ويعتبر الطالب في هذه الحالة راسبا في المقرر أو المقررات التي حرم من التقدم لامتحان فيها إلا إذا قدم الطالب عذرا يقبله مجلس الكلية فيعتبر غائبا بعذر مقبول.

#### مادة (18) إجراء الامتحانات

- أ. يقوم أستاذ كل مقرر بتقديم أوراق أسئلة الامتحان النهائي وتسلم أسئلة الامتحانات بعد طبعها على أوراق النموذج الخاص بالامتحانات ووضعها في مظروف لرئيس لجنة الامتحانات والمراقبة وذلك في فترة لا تقل عن أسبوعين قبل بداية الامتحانات. ويتم تسليم الإجابة النموذجية مع أوراق الإجابة بعد تصحيحها (دور أول وثاني) لكل دور بداخل مظروف مغلق إلى رئيس لجنة الامتحانات والمراقبة.
- ب. يتولى أستاذ المادة إعلان نتائج الامتحانات الجزئية وعليه إعادة أوراق الإجابة للطلبة للاستفادة في معرفة أوجه القصور في إجاباتهم، وعليه تقديم كشف النتائج كاملا لإدارة الكلية قبل بداية الامتحانات النهائية بوقت كاف، أما أوراق إجابات الامتحانات النهائية فتسلم إلى قسم الدراسة والامتحانات ولا يجوز إتلافها إلا بعد سنة من إعلان النتائج.

#### مادة (19) آلية النقل والرسوب

ينقل الطالب إلى السنة التالية إذا نجح في جميع المقررات أو رسب فيما لا يزيد عن مقررين على ألا يكون أحد طلبة المقررات الخاصة بالتدريبات السريية والمعملية من سنته أو سنة أدنى، وفي الحالة الأخيرة يؤدي الطالب



الامتحان فيما رسب فيه مع طلاب السنوات السابقة وفي جميع الحالات يعيد الطالب ما رسب فيه دراسة وامتحاناً وفقاً للمحتوى العلمي الذي يدرس في الكلية للطلاب المقيدين بالسنة التي يدرس بها المقرر.

### مادة (20) الغياب عن الامتحانات

الأسباب القاهرة التي يمكن مراعاتها عند تغيب الطالب عن التقدم لامتحانات الدور الأول:

1. إذا كان الطالب نزيلاً بالمستشفى على أن يتم التأكد من ذلك من قبل لجنة الدراسة والامتحانات ويمكن أن يمتحن الطالب في المستشفى من قبل احد أعضاء لجنة الدراسة والامتحانات إذا سمحت حالته الصحية بذلك.
2. وفاة أحد أفراد العائلة (أب، أم، أخ، أخت، ابن، ابنة، زوج، زوجة، جد، جدة) خلال فترة انعقاد الامتحان على أن يتم إثبات ذلك بموجب شهادة وفاة رسمية.
3. عدم تمكن الطالب من الحضور بسبب التحفظ عليه لدى الشرطة بسبب غير مخل بالشرف.

### مادة (21): نظام التقييم

أولاً: تقسم درجات كل مقرر على النحو التالي:

في حالة المقررات التي تحتوى على جزء عملي فقط توزع الدرجات على النحو التالي:

- أ. الامتحان الجزئي 10 % من الدرجة النهائية للمقرر.
- ب. أعمال السنة والحضور والغياب 20 % من الدرجة النهائية للمقرر.
- ت. امتحان العملي 20 % من الدرجة النهائية للمقرر.
- ث. الامتحان النهائي 50 % من الدرجة النهائية للمقرر.

وفي حالة المقررات التي لا تحتوى على جزء عملي توزع الدرجات على النحو التالي:

- أ. الامتحان الجزئي 30 % من الدرجة النهائية للمقرر.
- ب. أعمال السنة والحضور والغياب 20 % من الدرجة النهائية للمقرر.
- ت. الامتحان النهائي 50 % من الدرجة النهائية للمقرر.

وفي حالة المقررات التي تحتوى على جزء عملي وسريري توزع الدرجات على النحو التالي:

- أ. التدريبات العملية والسريرية 70 % من الدرجة النهائية للمقرر.
- ب. أعمال السنة والحضور والغياب 10 % من الدرجة النهائية للمقرر.
- ت. الامتحان النهائي 20 % من الدرجة النهائية للمقرر.

ثانياً: الدرجة النهائية لكل مقرر دراسي (100) مائة درجة ويتم التقييم على النحو التالي:





أ- يقدر نجاح الطالب في المقررات الدراسية وفي التقدير العام بأحد التقديرات الآتية:

- ممتاز من 85 % إلى 100 % من مجموع الدرجات.
- جيد جدا من 75 % إلى أقل من 85 % من مجموع الدرجات.
- جيد من 65 % إلى أقل من 75 % من مجموع الدرجات.
- مقبول من 60 % إلى أقل من 65 % من مجموع الدرجات في المقررات التمريضية الأساسية والطبية المساندة , ومن 50% إلى أقل من 65 % من مجموع الدرجات في المقررات العامة فقط.

أما رسوب الطالب فيقدر بأحد التقديرين الآتيين:

- ضعيف من 35 % إلى أقل من 60 % من مجموع درجات المقرر الأساسي أو 50% من مجموع درجات المقرر غير الأساسي.
- ضعيف جدا أقل من 35 % من مجموع الدرجات لأي مقرر أساسي أو غير أساسي.

درجة المادة	ضعيف جداً	ضعيف	مقبول	جيداً	ممتاز
درجة الطالب	أقل من 35%	أقل من 50 % (غير أساسي)	50 % (غير أساسي)	65 %	85 % وأعلى
100		أقل من 60% (أساسي)	60 % (أساسي)		

يقدر نجاح الطالب في درجة البكالوريوس على أساس المجموع الكلي للدرجات التي حصل عليها في جميع السنوات الدراسية منسوبة إلى المجموع الكلي لوحدة المواد المقررة، كما يتم ترتيب جميع الطلاب وفقاً لهذا المجموع. وبحسب التقدير العام للطالب في نهاية كل فصل دراسي بضرب عدد الوحدات المعتمدة لكل مقرر في الدرجة النهائية المتحصل عليها الطالب، ويقسم مجموع حاصل الضرب على مجموع عدد الوحدات التي أكمل الطالب مقرراتها.

#### مادة (22): لجنة الامتحانات والمراقبة

أ - تشكل من قبل إدارة الكلية قبل امتحانات الدور الأول (للفصلين الدراسيين) والدور الثاني لجنة لتسيير أعمال الامتحانات النهائية والإشراف عليها ومتابعة مهامها على أن تكون اللجنة برئاسة عميد الكلية أو من يكلفه علي أن تضم اللجنة - مسجل الكلية ورئيس قسم الدراسة والامتحانات ضمن أعضائها ، وتتولى اللجنة ما يلي:

- 1- تسليم أوراق الإجابة واستلامها.
- 2- وضع الأرقام السرية على أوراق الإجابة قبل التصحيح.
- 3- يجوز للجنة طلب إعادة أي امتحان تراه ، وذلك إذا قدمت إلى إدارة الكلية الأسباب المقنعة لإعادة الامتحان ولا يجوز للجنة تعديل درجات أي مقرر دراسي إلا بعد مراجعة أستاذ المقرر.
- 4- حساب متوسط درجات كل طالب ورصدها وإعلان النتائج النهائية.



5. إعداد قوائم الناجحين و الخريجين والمفصولين.
6. حفظ نسخة من أوراق الأسئلة وإجابتها النموذجية لامتحانات النهائية في الأقسام العلمية ومكتبة الكلية.
7. تعتمد إدارة الكلية وتعلن النتائج النهائية لسنوات النقل. بينما لا تعلن نتائج السنوات النهائية إلا بعد اعتمادها من إدارة الجامعة.

ب - وللجنة أن تستعين بأعضاء هيئة تدريس في وضع الجداول ومراقبة سير الامتحانات .

ج - يجوز للجنة المراقبة أو المشرفين على قاعة الامتحان لضبط حالات الغش إجراء الآتي:

1. تفتيش الطالب إذا وجدت قرائن تدعو للاشتباه بأن في حيازته أوراقا أو أدوات أو أجهزة لها علاقة بالمقرر الدراسي موضوع الامتحان ما لم يكن مرخصا بإدخالها من قبل لجنة الامتحانات أو الكتابة على جسده أو ملابسه أو أدواته معلومات لها علاقة بالمنهج الدراسي للمقرر.
2. يقوم بتفتيش الطالب احد المشرفين أو احد أعضاء لجنة المراقبة.
3. تقوم بتفتيش الطالبة إحدى المشرفات أو إحدى الموظفات بالكلية، ونسخ ما كتب على جسده أو ملابسه أو أدواته من معلومات لها علاقة بالمقرر موضوع الامتحان.
4. يقوم احد المشرفين على قاعة الامتحان بسحب ورقة الإجابة من الطالب وكتابة محضر غش فوري في النموذج الخاص لهذا الغرض يتضمن تقريرا مكتوبا عن الواقعة ويثبت معه أوراق الغش أو الأدوات أو الأجهزة أو ما نسخ عن جسد أو ملابس أو أدوات الطالب من معلومات لها علاقة بالمقرر والتي تم ضبطها مع محضر الغش ويتم التوقيع على المحضر مشرفين على الأقل من الموجودين وقت حدوث الواقعة.
5. إذا امتنع الطالب عن تسليم أداة الغش أو رفض تفتيشه يكون توقيع وشهادة أعضاء اللجنة المشرفة على محضر الغش كافيا لإثبات حالة الغش.
6. يعاقب كل من ارتكب مخالفة الغش لأول مرة في الامتحان الجزئي أو الامتحان العملي النهائي بإلغاء امتحانه في المقرر موضوع الغش ويعطى درجة صفر.

### مادة (23) المحظورات بقاعة الامتحانات

يحظر على الطالب المتقدم لامتحانات ما يلي:

1. دخول قاعة الامتحان ما لم يكن مصحوبا ببطاقة التعريف الخاصة بالكلية أو ما يحكمها.
2. اصطحاب الكتب أو الأوراق ولو كانت خالية من الكتابة عدا ما يسمح به أستاذ المادة.
3. اصطحاب أجهزة اتصال كالنقال أو أي أجهزة إلكترونية قادرة على تخزين المعلومات أو الترجمة بما في ذلك الساعات الإلكترونية والسماعات بشتى أنواعها ويعد ضبط أي من هذه الأدوات من أعمال الغش وفق المادة (21) من اللائحة 501.
4. الكلام أثناء الامتحان أو القيام بأي عمل من شأنه الإخلال بنظام الامتحانات.





5. دخول قاعة الامتحان بعد مرور ربع ساعة من بداية توزيع الأسئلة كما لا يسمح بخروج الطالب قبل مرور على الأقل نصف ساعة من بداية الامتحان.
6. استخدام القلم الأحمر والأخضر والمصحح ويمنع تصحيح أي ورقة تخالف التعليمات.
7. وضع أي رموز أو إشارات في ورقة الإجابة يستدل بها على كاتبها.
8. أي من المحظورات المنصوص عليها باللوائح النافذة.

### مادة (24): المراجعة ولجان المراجعة

- أ. يجوز للطالب الراسب طلب المراجعة فيما لا يزيد عن مادتين وفق الضوابط والإجراءات المنصوص عليها في لائحة الدراسة والامتحانات والتأديب بالجامعات ومؤسسات التعليم العالي.
- ب. يتم تشكيل لجان المراجعة من قبل عميد الكلية وتتكون من ثلاثة أعضاء هيئة تدريس على الأقل علي أن يكون من بينهم أستاذ المادة , وعلى اللجنة إجراء المراجعة بحضور الطالب أو من ينيب عنه ورفع تقريرها إلى إدارة الكلية. وإذا ثبت ادعاء الطالب توجب على مجلس الكلية تعديل نتائجه ويجوز لإدارة الكلية مطالبة عضو هيئة التدريس تبرير مسلكه كتابيا.

### الفصل السادس: الإنذار والفصل من الدراسة

#### مادة (25): الإنذار

ينذر الطالب في الحالات التالية:

1. إذا انقطع عن الدراسة في أي من الفصلين الدراسيين بدون سبب مشروع لمدة أسبوعين متواصلين.
2. إذا تجاوز غيابه في أي مقرر دراسي نسبة 25%.
3. إذا تحصل على تقدير عام ضعيف عند نهاية أي فصل دراسي.
4. إذا ما انطبق عليه أي من بنود الإنذار (ضمناً أو صراحةً) المنصوص عليها بلائحة أحكام تأديب الطلاب الصادرة بموجب قرار اللجنة الشعبية العامة رقم (501) لسنة 2010.

#### مادة (26): الفصل من الكلية

يفصل الطالب وينتهي حقه في الدراسة في الحالات التالية:

1. إذا انقطع عن الدراسة بدون سبب مشروع فترة فصلين دراسيين متتاليين بدون أن يقوم بتجديد أو إيقاف قيده.
2. إذا حصل على تقدير عام ضعيف جدا في نهاية أي فصلين دراسيين متتاليين أو غير متتاليين.



3. إذا رسب سنتين دراسيتين متتاليتين في مرحلة دراسية واحدة يتم إعادة تنسيبه وفق المادة (31) من اللائحة 501..
4. إذا صدر بحقه قرار بالفصل النهائي وفق اللوائح والنظم المعمول بها.
5. إذا أستنفذ الحد الأقصى لمدة الدراسة في الكلية وفق المادة (7) من هذه اللائحة.
6. إذا تحصل الطالب على أربعة إنذارات أيا كان سببها.
7. الإدانة بالغش للمرة الثانية.
8. إذا ما انطبق عليه أي من بنود الفصل (ضمناً أو صراحةً) المنصوص عليها بلائحة أحكام تأديب الطلاب أو أية تشريعات تصدر بالخصوص.
9. توجيه قرار الإنذار أو الفصل واعتبار ما يدون من ملاحظات بخصوص الإنذار أو الفصل على لوحة الإعلانات بالكلية قرينة على إبلاغ الطالب وعلمه بذلك.

## الفصل السابع: المخالفات والعقوبات التأديبية

### مادة (27): لجنة التحقيق والتأديب

يتعرض الطالب إلى تشكيل لجنة تحقيق ومن ثم مجلس تأديب إذا تطلب الأمر ذلك في حالة ارتكاب إحدى المخالفات المنصوص عليها في مواد لائحة الدراسة والامتحانات والتأديب بالجامعات ومؤسسات التعليم العالي الصادرة بالخصوص ومن بينها ما يلي:

1. الاعتداء أو التهكم على أعضاء هيئة التدريس والعاملين والطلاب بالجامعة.
2. الاعتداء على الأموال والمرافق التابعة للجامعة.
3. الإخلال بنظام سير الدراسة والامتحانات.
4. السلوك المنافي للأخلاق والنظام العام والآداب العامة.
5. يطبق عليه العقوبات التأديبية المنصوص عليها بمواد لائحة الدراسة والامتحانات والتأديب بالجامعات ومؤسسات التعليم العالي الصادرة بالخصوص.

### مادة (28): أحكام ختامية

- أ. تسرى أحكام هذه اللائحة على جميع طلاب كليات التمريض بالجامعات الليبية وتطبق لائحة الدراسة والامتحانات والتأديب بالجامعات ومؤسسات التعليم العالي الصادرة بالخصوص.
- ب. يجوز للجنة العلمية إجراء ما تراه مناسباً من تطوير في محتويات المقررات الدراسية بعد موافقة إدارة الكلية ولا تعتبر سارية المفعول إلا بعد اعتمادها من إدارة الجامعة ، ويصبح التعديل سارياً مع بداية العام الجامعي أو الفصل الدراسي التالي.
- ت. يجوز لإدارة الكلية وضع آلية لمتابعة تقييم المناهج والمقررات الدراسية وفقاً لما تقتضيه التطورات العلمية.



- ث. أي تغيير أو إضافة لمواد هذه اللائحة هو من اختصاص إدارة الكلية، على أن يتم اعتماده من الجهات المختصة وإدارة الجامعة حسب القوانين واللوائح المنظمة لذلك.
- ج. تعتبر هذه اللائحة جزءاً لا يتجزأ من لائحة الدراسة والامتحانات والتأديب بالجامعات ومؤسسات التعليم العالي الصادرة بالخصوص في نطاق الكلية.
- ح. يعمل بأحكام هذه اللائحة من تاريخ اعتمادها من قبل جهات الاختصاص.
- خ. مرفق مع هذه اللائحة المقررات والوحدات الدراسية الخاصة بالفصول الدراسية لمدة الدراسة بالكلية.

### مادة (29) تعديل أحكام اللائحة

يجوز تعديل الأحكام الواردة في هذه اللائحة بالإضافة أو الإلغاء وفقاً للتشريعات النافذة.

### مادة (30) سريان أحكام اللائحة

تسري أحكام هذه اللائحة اعتباراً من تاريخ اعتمادها، وتسري أحكام لائحة تنظيم التعليم العالي الصادرة بقرار اللجنة الشعبية العامة "سابقاً" رقم (( 501 )) لسنة 2010م على كل ما لم يرد بشأنه نص في هذه اللائحة، ولا يسري أي حكم يخالفها.

يعتمد /

تاريخ الاعتماد: ...../...../ 2022 م





# Study Program



**STUDY PROGRAM**  
**BACHELOR OF SCIENCE IN NURSING**  
**4-Year Curriculum**

**FIRST YEAR**

**FIRST SEMESTER**

Course Code	Course Title	Credit Unit				Contact hours	TOTAL workload	ECTS
		Theory	Lab	Clinical	Total			
LANG 100ly	Arabic Language	2	0		2	32	72	3
ENGL 101ly	English Language 1	2	0		2	32	72	3
BIOL 101aly	Human Anatomy & Physiology 1	4	1		5	96	146	6
SOCSCI 100ly	Medical Sociology	2	0		2	32	72	3
NURS 101ly	Theoretical Foundation in Nursing	4	0		4	64	96	4
CHEM 101ly	Biochemistry	3	1		4	80	110	5
NURS 102ly	Related Learning Experience 1	0	2		2	64	100	4
LANG 102ly	Islamic Studies	2	0		2	32	56	2
<b>Total Credit Unit</b>		<b>19</b>	<b>4</b>		<b>23</b>	<b>432 contact hours</b>	<b>724 Contact hours</b>	<b>30 ECTS</b>

**SECOND SEMESTER**

Course Code	Course Title	Credit Unit				Contact hours	TOTAL workload	ECTS
		Theory	Lab	Clinical	Total			
NURS 103LY	Health Assessment	3	0		3	48	96	4
MED 103ly	Human Anatomy & Physiology 2	4	1		5	96	146	7
NURS 104ly	Fundamentals of Nursing	4	0		4	64	96	4
NURS 105ly	Related Learning Experience 2	0	2		2	64	100	4
MED 104ly	Microbiology for Nursing	3	1		4	80	112	5
PSYCH 100ly	General Psychology	2	0		2	32	64	3
LANG 102ly	Communication Skills 1	2	0		2	32	56	3
<b>Total Credit Unit</b>		<b>18</b>	<b>4</b>		<b>22</b>	<b>416 contact hours</b>	<b>670 Contact hours</b>	<b>30 ECTS</b>



## SECOND YEAR

### FIRST SEMESTER

Course Code	Course Title	Credit Unit				Contact hours	TOTAL workload	ECTS
		Theory	Lab	Clinical	Total			
MED 201ly	Pathophysiology	2	0		2	32	96	4
MED 202ly	Pharmacology	2	0		2	32	114	5
MED 203ly	Nutrition	2	0		2	32	114	5
LANG 201ly	English Language 2	2	0		2	32	114	5
NURS 201ly	Maternity Nursing	4	0		4	64	126	5
NURS 202ly	Related Learning experience 3	0	2		2	64	134	6
<b>Total credit unit</b>		<b>12</b>	<b>2</b>		<b>14</b>	<b>256 contact hours</b>	<b>698 Contact hours</b>	<b>30 ECTS</b>

### SECOND SEMESTER

Course Code	Course Title	Credit Unit				Contact hours	TOTAL workload	ECTS
		Theory	Lab	Clinical	Total			
MED 204ly	Therapeutics Dietetics	2	0		2	32	114	5
NURS 203ly	Growth and Development	2	0		2	32	114	5
NURS 204y	Related Learning Experience 4	0	2		2	64	134	6
NURS 205ly	Community Health Nursing	3	0		3	48	96	4
LANG 202y	Communication Skills 2	2	0		2	32	56	2
EDUC 201ly	Strategies in Health Education	2	0		2	32	96	4
NURS 206ly	Nursing Ethics and Jurisprudence	3	0		3	48	96	4
<b>Total credit unit</b>		<b>14</b>	<b>2</b>		<b>16</b>	<b>288 contact hours</b>	<b>706 Contact hours</b>	<b>30 ECTS</b>





## THIRD YEAR

### FIRST SEMESTER

Course Code	Course Title	Credit Unit				Contact hours	TOTAL workload	ECTS
		Theory	Lab	Clinical	Total			
NURS 301ly	Adult Nursing 1	4	0		4	64	146	7
NURS 302ly	Pediatric Nursing	3	0		3	48	96	4
NURS 303ly	Introduction to Computer with Nursing Informatics	2	1		3	64	84	4
NURS 304ly	Intensive Nursing Practicum 1	0	0	4	4	192	240	10
LANG 301ly	Medical Terminology 1	2	0		2	32	114	5
<b>Total Credit Unit</b>		<b>11</b>	<b>1</b>	<b>4</b>	<b>16</b>	<b>400 contact hours</b>	<b>680 Contact hours</b>	<b>30 ECTS</b>

### SECOND SEMESTER

Course Code	Course Title	Credit Unit				Contact hours	TOTAL workload	ECTS
		Theory	Lab	Clinical	Total			
MED 301ly	Epidemiology	2	0		2	32	96	4
MATH 301ly	Biostatistics	2	0		2	32	72	3
NURS 305y	Mental Health and Psychiatric Nursing	2	0		2	32	64	3
NURS 306ly	Adult Nursing 2	4	0		4	64	156	7
NURS 307ly	Intensive Nursing Practicum 2	0	0	4	4	192	240	10
LANG 302ly	Communication Skills 3	2	0		2	32	64	3
<b>Total Credit Unit</b>		<b>12</b>	<b>0</b>	<b>4</b>	<b>16</b>	<b>384 contact hours</b>	<b>692 Contact hours</b>	<b>30 ECTS</b>



## FOURTH YEAR

### FIRST SEMESTER

Course Code	Course Title	Credit Unit				Contact hours	TOTAL workload	ECTS
		Theory	Lab	Clinical	Total			
NURS 401ly	Oncology and Emergency with Disaster Nursing	3	0		3	48	96	4
NURS 402y	Adult Nursing 3	4	0		4	64	156	7
NURS 403ly	Intensive Nursing Practicum 3	0	0	4	4	192	240	10
NURS 404ly	Nursing Research 1	2	1		3	64	104	5
LANG 401ly	Medical Terminology 2	2	0		2	48	96	4
<b>Total Credit Unit</b>		<b>11</b>	<b>1</b>	<b>4</b>	<b>16</b>	<b>416 contact hours</b>	<b>692 Contact hours</b>	<b>30 ECTS</b>

### SECOND SEMESTER

Course Code	Course Title	Credit Unit				Contact hours	TOTAL workload	ECTS
		Theory	Lab	Clinical	Total			
NURS 405ly	Nursing Leadership and Management	4	0		4	64	104	5
NURS 406ly	Intensive Nursing Practicum 4	0	0	4	4	192	240	10
NURS407ly	Care of the Elderly	2	0		2	32	64	3
NURS408ly	Critical Care Nursing	2	0		2	32	96	4
NURS 409ly	Nursing Research 2	2	1		3	64	104	5
LANG 402ly	Communication Skills 4	2	0		2	32	64	3
<b>Total Credit Unit</b>		<b>12</b>	<b>1</b>	<b>4</b>	<b>17</b>	<b>416 contact hours</b>	<b>672 Contact hours</b>	<b>30 ECTS</b>



# **COURSES CURRICULUM**





## Arabic Language

1	Course Name	ARABIC LANGUAGE
2	Course Code	NURS 100ly
3	Course Type: /general/specialty/optional	GENERAL
4	Accredited Units	2 UNITS
5	Educational Hours	32 HOURS (LECT)
6	Pre-requisite Requirements	NONE
7	Program Offered the Course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ARABIC
9	Date of Course Approval	2016
<b>Brief Description:</b>		This course is aimed at complete beginners. Students on this course will develop an understanding of the principles of phonology and script of the Arabic language, enabling them to read at a basic level about some everyday topics, such as greetings, families, food, and clothing. Students will also acquire the use of simple sentence structures for speaking and writing, using audio and visual materials. This course will allow students to become familiar with some aspects of the Arabic culture.
<b>Textbooks required for this Course:</b>		محمود سليمان ياقوت, 2011. أسس اللغة العربية لطلاب الجامعات. دار ابن حزم. عبد العاطي غريب علام, 2007. دراسات في البلاغة العربية. منشورات جامعة قاريونس, بنغازي.
<b>Course Duration</b>		First Year, 1st Semester
<b>Delivery</b>		1. Classroom Discussion/Recitation/Hand-outs 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD Projector, laptop, and speakers (PPT and video presentation) 6. White board and markers
<b>Course Objectives:</b>		G.C.1. Knowledge and understanding: 1. Demonstrate an understanding of the principles of phonology and script 2. Demonstrate an understanding of basic grammar of contemporary Arabic: The Verb, Subject, adjective, masculine and feminine. 3. Demonstrate basic skills in reading and speaking Arabic.  G.C.2. Intellectual skills: 1. Have acquired the skills to read simple Arabic sentences. 2. Be able to use simple sentence structures in speaking and writing. 3. Become familiar with some aspects of the Arabic culture.
<b>Course Assessments</b>		Attendance and class participation (20%)





	Quizzes/Mid-Term Examination (30%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. The Arabic alphabet</li> <li>2. The structure of simple Arabic sentences</li> <li>3. Acquiring a usable Arabic vocabulary through different topics including: greetings, family, food and clothing.</li> <li>4. Oral and aural practice.</li> <li>5. Demonstrate an understanding of practical Arabic skills through training in oral, aural and written Arabic.</li> <li>6. Understand and use basic Arabic sentences: the verb, subject and adjective.</li> <li>7. Demonstrate a familiarity with some aspects of the Arab world culture.</li> </ol>
<b>Session 1 (Week 1) Session 2 (Week 2)</b>	1. The Arabic alphabet
<b>Session 3 (Week 3) Session 4 (Week 4)</b>	2. The structure of simple Arabic sentences
<b>Session 5 (Week 5) Session 6 (Week 6)</b>	3. Acquiring a usable Arabic vocabulary through different topics including: greetings, family, food and clothing.
<b>Session 7 (Week 7)</b>	4. Oral and aural practice (Part A)
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	4. Oral and aural practice (Part B)
<b>Session 10 (Week 10) Session 11 (Week 11)</b>	5. Demonstrate an understanding of practical Arabic skills through training in oral, aural, and written Arabic (Part A).
<b>Session 12 (Week 12)</b>	5. Demonstrate an understanding of practical Arabic skills through training in oral, aural and written Arabic (Part B).
<b>Session 13 (Week 13)</b>	5. Demonstrate an understanding of practical Arabic skills through training in oral, aural, and written Arabic (Part C).
<b>Session 14 (Week 14)</b>	6. Understand and use basic Arabic sentences: the verb, subject and adjective.
<b>Session 15 (Week 15)</b>	7. Demonstrate a familiarity with some aspects of the Arab world culture.
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer,





	interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## English Language 1

1	<b>Course name</b>	ENGLISH LANGUAGE 1
2	<b>Course Code</b>	LANG 101ly
3	<b>Course type: /general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	NONE
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:** This course deals with the following grammatical skills including nouns, pronouns, verbs, prepositions articles and basic medical terms. This course develops the learner to prepare a sentence through the basic medical terms. It equips the student with the four basic language skills such as listening, reading, speaking and writing.

**Textbooks required for this Course:**

Kahn, L. and Valijärvi, R.L., 2021. West Greenlandic: an essential grammar. 1<sup>st</sup> Ed. Routledge. ISBN-13: 978-1138063709; ISBN-10: 1138063703.

Sullivan, N.M., 2020. Essential Grammar for Today's Writers, Students, and Teachers. 2<sup>ND</sup> Ed. Routledge. ISBN-13: 978-0367148683; ISBN-10: 0367148684.

Lester, Mark and Larry Benson. 2018. McGraw-Hill Handbook of English Grammar and Usage, 3<sup>rd</sup> Ed. McGraw-Hill Education. ISBN-13: 978-1260121674; ISBN-10: 1260121674.

Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.





Wood, Thomas A.M.LL.B. 2015. Practical Grammar and Composition. Create Space Independent Publishing Platform. ISBN-13: 978-1519368751; ISBN-10: 1519368755.

<https://www.englishgrammar.org/>

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D0I69KEx7GQo%26feature%3Dshare%26fbclid%3DIwAR0o2IM0vqz1jNSnU2WWnQwfn3nPAQMVwsYPgFtMkVaQ2Ijq3SwwD7l\\_1dg&h=AT2YoWMPlkej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LFYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D0I69KEx7GQo%26feature%3Dshare%26fbclid%3DIwAR0o2IM0vqz1jNSnU2WWnQwfn3nPAQMVwsYPgFtMkVaQ2Ijq3SwwD7l_1dg&h=AT2YoWMPlkej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LFYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

<https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DAVYfyTvc9KY%26feature%3Dshare%26fbclid%3DIwAR3bPMLH1unMDtKgPc5tOtrOazVovMgMo06d6TSaRfwrRrjJpAMLhkkIPGml&h=AT2YoWMPlkej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LFYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs>

**Course Duration**

First Year, 1st Semester

**Delivery**

1. Classroom Discussion/Recitation
2. Essay Writing/Hand-outs/Sheets
3. Quiz, Mid-Term and Final Examinations
4. LCD projector, laptop, and speakers (PPT and video presentation)
5. Whiteboard and markers

**Course Objectives:**

- G.C.1. Knowledge and understanding:
1. Understand the importance of English language in the nursing profession.
  2. Enumerate and define the different parts of speech.
- G.C.2. Intellectual skills:
1. Use the parts of speech in oral and written communication correctly.
  2. Discuss orally or thru writing using correct
  3. Identify the nouns, pronouns, verb and other parts of speech in a sentence.
- G.C.3. Professional and practical skills:
1. Able to utilize medical terminologies as parts of speech
  2. Correlate the knowledge on the parts of speech to medical terminologies used in nursing.
  3. Observe proper usage of the parts of speech in oral and written conversation and documentation.
- G.C.4. General and transferable skills
1. Promote personal and professional growth with the help of English vernacular.
  2. Appreciate the use of proper English in the nursing profession.





<b>Course Assessments</b>	Attendance/ Class participation (15%) Quiz/Mid-Term Examination (20%) Written Activity (15%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	1. Nouns and pronouns 2. Verbs 3. Linking and Helping verbs 4. Tenses of Verbs 5. Medical Terms 6. Functions, Verb, Nouns 7. Possessive Adjectives 8. Tenses of Verbs 9. Prepositions of Time 10. Position of Adverbs 11. Countable and Uncountable Nouns
<b>Session 1 (Week 1)</b>	What is Noun? Types of Noun and its usage. Purposes of Noun
<b>Session 2 (Week 2)</b>	What is Pronoun? Types of Pronoun and its usage? Purposes of Pronoun
<b>Session 3 (Week 3)</b>	Linking Verbs Usage of Linking Verbs
<b>Session 4 (Week 4)</b>	Helping Verbs Purposes of Helping Verbs
<b>Session 5 (Week 5)</b>	Tenses Of Verbs
<b>Session 6 (Week 6)</b>	English and Medical Terminologies-Part A
<b>Session 7 (Week 7)</b>	Functions of Verbs and Nouns
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Possessive Adjectives
<b>Session 10 (Week 10)</b>	Tenses of Verbs
<b>Session 11 (Week 11)</b>	Practice Essay Writing Skills About Verb, Noun, and Possessive Adjective
<b>Session 12 (Week 12)</b>	Practice Speaking Skills About Noun and Tenses of Verbs
<b>Session 13 (Week 13)</b>	Prepositions of Time
<b>Session 14 (Week 14)</b>	Position of Verbs
<b>Session 15 (Week 15)</b>	Countable and Uncountable Nouns
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress-code, if necessary.





	6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## HUMAN ANATOMY AND PHYSIOLOGY 1

1	<b>Course name</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY 1</b>
2	<b>Course code</b>	<b>MED 101ly</b>
3	<b>Course type:</b> <b>/general/specialty/optional</b>	<b>GENERAL</b>
4	<b>Accredited units</b>	<b>5 UNITS</b>
5	<b>Educational hours</b>	<b>96 HOURS (4/1 HOURS (LEC/LAB))</b>
6	<b>Pre-requisite requirements</b>	<b>NONE</b>
7	<b>Program offered the course</b>	<b>BACHELOR OF SCIENCE IN NURSING</b>
8	<b>Instruction Language</b>	<b>ENGLISH</b>
9	<b>Date of course approval</b>	<b>2016</b>

**Brief Description:** This course allows students to learn and understand the basic anatomical structure of human body and its physiologic concepts and its implication to nursing profession.

**Textbooks required for this Course:** VanPutte, C.L., Regan, J.L. and Russo, A.F., 2021. Seeley's essentials of anatomy & physiology. 11<sup>th</sup> Ed. University of Iowa. ISBN-13 : 978-1265348441; ISBN-10: 1265348448.

Marieb, Elaine and Katja Hoehn. 2018. Human Anatomy and Physiology, Books a la Carte, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-0134580999; ISBN-10: 0134580990.

Marieb, Elaine & Susan J. Mitchell. 2018. Human Anatomy and Physiology Laboratory Manual (Cat. Version), 13<sup>th</sup> Ed. ISBN-13: 978-0134632339; ISBN-10: 0134632338.





### Introduction to anatomy and physiology

<https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DYgnGPw4AxO0%26feature%3Dshare%26fbclid%3DIwAR1JT-1bXqqrPZifBAGV->

[Ko7y5WYyOc9hCZIAhkAHJ5WCOZMcJdYv4vsZE&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D7y5WYyOc9hCZIAhkAHJ5WCOZMcJdYv4vsZE&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-)

[NLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

### Cell structure and function

<https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D02abDVq4M84%26feature%3Dshare%26fbclid%3DIwAR1f5i9mceCqHdShRtTYqfaw4K6zJmZ03X0IzvkiPBj9XwtdLW1XIPNjU5Q&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz->

[NLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

### Tissues

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DUYUcbKs02wU%26feature%3Dshare%26fbclid%3DIwAR3ek5\\_Dv3SJmcgrKJE6n\\_ihcv6AdzJczOcc-qB5TAq-UutMe3R\\_hqgOLzQ&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DUYUcbKs02wU%26feature%3Dshare%26fbclid%3DIwAR3ek5_Dv3SJmcgrKJE6n_ihcv6AdzJczOcc-qB5TAq-UutMe3R_hqgOLzQ&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-)

[NLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

### Nervous system (Arabic)

<https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D4R1H4CiRyGA%26feature%3Dshare%26fbclid%3DIwAR0Ljcf-yp5Pz-ggksieASZaiV4APriqq423ErjSEcChl0YdQ-gFJ9enyqQ&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz->

[NLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D\\_Igd03h3te8%26feature%3Dshare%26fbclid%3DIwAR202H8YDVobPmXHGZLsuCkBgoeZiBpv8KYOUmiSC7dnm6UosTZziG1WJwE&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D_Igd03h3te8%26feature%3Dshare%26fbclid%3DIwAR202H8YDVobPmXHGZLsuCkBgoeZiBpv8KYOUmiSC7dnm6UosTZziG1WJwE&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-)

[NLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DLioN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

### Cardiovascular system

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D44B0ms3XPKU%26feature%3Dshare%26fbclid%3DIwAR3n6rT07-2zv3vLJY13jic99ZPo7w4aLb4vqoJSVI4pTMqPFA0\\_paUrUM&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D44B0ms3XPKU%26feature%3Dshare%26fbclid%3DIwAR3n6rT07-2zv3vLJY13jic99ZPo7w4aLb4vqoJSVI4pTMqPFA0_paUrUM&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-)





	<p><a href="https://www.youtube.com/watch?v=0GSRbmcNh3A">NLIoN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs</a> Blood <a href="https://www.youtube.com/watch?v=J16x57fdhMU">https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D35--8dAcZGw%26feature%3Dshare%26fbclid%3DIwAR3yb1VxkN_v3XuNXlau4J0Fa2EJ4hQ49oUnIK5-dfQaCRuHCMEVfdJEGl&amp;h=AT2YoWMPiIkej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLIoN5q5RIkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs</a></p> <p>Endocrine System <a href="https://www.youtube.com/watch?v=0GSRbmcNh3A">https://www.youtube.com/watch?v=0GSRbmcNh3A</a></p> <p>Lymphatic system <a href="https://www.youtube.com/watch?v=J16x57fdhMU">https://www.youtube.com/watch?v=J16x57fdhMU</a></p>
<b>Course Duration</b>	First Year, 1st Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Laboratory works</li> <li>4. Mid-Term and Final Examinations</li> <li>5. LCD Projector, laptop, and speakers (PPT and videopresentation)</li> <li>6. White board and markers</li> </ol>
<b>Course Objectives:</b>	<p><b>G.C.1. Knowledge and understanding:</b></p> <ol style="list-style-type: none"> <li>1. Learn and understand the structures of human body and its function</li> <li>2. Identify the different systemic structures of human body and its relationship based on functions and locations, which is essential in the practice of nursing.</li> </ol> <p><b>G.C.2. Intellectual skills:</b></p> <ol style="list-style-type: none"> <li>1. Easily locate specific human body structure according to its medical term that is essential in the practice of nursing.</li> <li>2. Knowledgeable to nursing related skills based on the concepts of human body structures and its functions.</li> </ol> <p><b>G.C.3. Professional and practical skills:</b></p> <ol style="list-style-type: none"> <li>1. Perform basic nursing related skills based on the concepts of human body structures and its functions.</li> <li>2. Enhance clinical nursing skills through professional understanding on normal human body structure and its function.</li> </ol> <p><b>G.C.4. General and transferable skills:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate properly how to perform such related nursing skills.</li> <li>2. Properly identify specific human body structure and can elaborate its function.</li> <li>3. Be able to differentiate the normal from abnormal anatomy and physiology of the human body.</li> </ol>
<b>Course Assessments</b>	<p>Attendance and class participation (20%)</p> <p>Laboratory works (10%)</p> <p>Quizzes/Mid-Term Examination (30%)</p> <p>Final Examination (40%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Definition: Anatomy</li> <li>2. Types of Study <ol style="list-style-type: none"> <li>a. Systematic Anatomy</li> <li>b. Regional Anatomy</li> </ol> </li> </ol>





c. Surface Anatomy

**3. Definition: Physiology**

**4. Types of Study:**

- a. According to the organism involved
- b. According to levels of organism within a given organism

**5. Seven Structural Levels**

- a. Chemical
- b. Organelle
- c. Cell
- d. Tissues
- e. Organ
- f. Organ System
- g. Organism

**6. Characteristics of Life**

- a. Organization
- b. Metabolism
- c. Responsiveness
- d. Growth
- e. Development
- f. Reproduction
- g. Homeostasis

**7. Negative feedback**

**8. Positive feedback**

**9. Terminology and the Body Plane**

- a. Directional Terms
- b. Planes/Sections
- c. Body Regions
- d. Body Cavities

**10. Serous Membranes**

**11. Cells, Tissues, Glands and Membranes**

**12. Cells**

**13. Cell Structure and Function**

**14. Whole Cell Activity**

**15. Tissues**

**16. Basic Tissue Types**

- a. Epithelial tissue
- b. Connective tissue
- c. Muscle tissue
- d. Nervous tissue

**17. Membranes**

**18. Inflammation**

**19. Tissue repair**

**20. The Chemistry of Life**

- a. Basic Chemistry
- b. Chemical Reactions
- c. Acids and Bases
- d. Water
- e. Organic Molecules

**21. The Nervous System**

- a. Division of the Nervous System



	<ul style="list-style-type: none"> <li>b. Cells of the Nervous System</li> <li>c. Central Nervous System</li> <li>d. Brain</li> <li>e. Spinal Cord</li> <li>f. Peripheral Nervous System</li> <li>g. Autonomic Nervous System</li> <li>h. Sympathetic Nervous System</li> <li>i. Parasympathetic Nervous System</li> <li>j. Somatic Nervous System</li> </ul> <p><b>22. The Cardiovascular System</b></p> <ul style="list-style-type: none"> <li>a. The Heart</li> <li>b. The Blood Vessels and Circulation of Blood</li> <li>c. Structure &amp; Function</li> <li>d. Blood Vessels of the Pulmonary Circulation</li> <li>e. Blood Vessels of the Systemic Circulation</li> <li>f. The Physiology of Circulation</li> <li>g. Control of Blood Vessels</li> <li>h. Regulation of Arterial Pressure</li> </ul> <p><b>23. The Blood</b></p> <ul style="list-style-type: none"> <li>a. Function</li> <li>b. Composition of Blood</li> <li>c. Plasma</li> <li>d. Cellular Content</li> <li>e. WBC or Leukocytes</li> <li>f. Platelets or Thrombocytes</li> <li>g. Preventing Blood Loss</li> </ul> <p>24. Endocrine System</p> <p>25 Lymphatic System</p>
<b>Session 1 (Week 1)</b>	<ul style="list-style-type: none"> <li>1. Definition: Anatomy</li> <li>2. Types of Study (a. Systematic Anatomy, b. Regional Anatomic. Surface Anatomy)</li> <li>3. Definition: Physiology</li> <li>4. Types of Study: (a. According to the organism involved, b. According to levels of organism within a given organism)</li> </ul>
<b>Session 2 (Week 2)</b>	<ul style="list-style-type: none"> <li>5. Seven Structural Levels (a. Chemical, b. Organelle, c. Cell, d. Tissues, e. Organ, f. Organ System, g. Organism)</li> <li>6. Characteristics of Life (a. Organization, b. Metabolism, c. Responsiveness d. Growth, e. Development, f. Reproduction, g. Homeostasis)</li> <li>7. Negative feedback</li> </ul>
<b>Session 3 (Week 3)</b>	<ul style="list-style-type: none"> <li>8. Positive feedback</li> <li>9. Terminology and the Body Plane (a. Directional Terms, b. Planes/Sections c. Body Regions, d. Body Cavities)</li> <li>10. Serous Membranes</li> <li>11. Cells, Tissues, Glands and Membranes</li> </ul>
<b>Session 4 (Week 4)</b>	<ul style="list-style-type: none"> <li>12. Cells</li> <li>13. Cell Structure and Function</li> <li>14. Whole Cell Activity</li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>15. Tissues</li> <li>16. Basic Tissue Types (a. Epithelial tissue, b. Connective tissue, c. Muscle tissue, d. Nervous tissue)</li> </ul>





	17. Membranes
<b>Session 6 (Week 6)</b>	18. Inflammation 19. Tissue repair
<b>Session 7 (Week 7)</b>	20. The Chemistry of Life a. Basic Chemistry. Water b. Chemical Reactions. Organic Molecules c. Acids and Bases
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9-10 (Week 9-10)</b>	21. The Nervous System a. Division of the Nervous System b. Cells of the Nervous System c. Central Nervous System d. Brain e. Spinal Cord f. Peripheral Nervous System g. Autonomic Nervous System h. Sympathetic Nervous System i. Parasympathetic Nervous System j. Somatic Nervous System
<b>Session 11-12 (Week 11-12)</b>	22. The Cardiovascular System a. The Heart b. The Blood Vessels and Circulation of Blood c. Structure & Function d. Blood Vessels of the Pulmonary Circulation e. Blood Vessels of the Systemic Circulation f. The Physiology of Circulation g. Control of Blood Vessels h. Regulation of Arterial Pressure
<b>Session 13 (Week 13)</b>	23. The Blood a. Function b. Composition of Blood c. Plasma d. Cellular Content e. WBC or Leukocytes f. Platelets or Thrombocytes g. Preventing Blood Loss
<b>Session 14 (Week 14)</b>	24. Endocrine System
<b>Session 15 (Week 15)</b>	25. Lymphatic system
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.





	5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## MEDICAL SOCIOLOGY

1	<b>Course name</b>	MEDICAL SOCIOLOGY
2	<b>Course Code</b>	SOCSCI 100ly
3	<b>Course type:</b> <b>/general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	NONE
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ARABIC
9	<b>Date of course approval</b>	2016
	<b>Brief Description:</b>	This course will examine research and theory on the changing concepts of health, illness and medical practice as well as place these understandings in socio-historical and comparative context. Topics will include: social epidemiology, the social construction of health/illness, the experience of illness, health professions, alternative medicine and the health care system. Emphasis on how social factors such as gender, race, social class and sexual preference affect both illness and health care.
	<b>Textbooks required for this Course:</b>	Cockerham, William C. 2021. Medical Sociology, 15 <sup>th</sup> Ed. Prentice Hall. ISBN-13: 978-1032067933; ISBN-10: 1032067934.





	<p>Barkan, S.E., 2020. Health, illness, and society: An introduction to medical sociology. Rowman &amp; Littlefield Publishers. ISBN-13: 978-1538129920; ISBN-10: 1538129922.</p> <p>Weiss, G.L. and Copelton, D.A., 2020. The sociology of health, healing, and illness. 10<sup>th</sup> Ed. Routledge. ISBN-13: 978-0367253882; ISBN-10: 0367253887.</p> <p><a href="https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D5fE_QeJZ9uw%26feature%3Dshare%26fbclid%3DIwAR3-skJex2vx8lkyd1yQmGCUFclqIKzhb1iH2shpeBaxkNqgSbHCO9amXI&amp;h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIkDQTFrazEtVeOPzS7LFyqXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs">https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D5fE_QeJZ9uw%26feature%3Dshare%26fbclid%3DIwAR3-skJex2vx8lkyd1yQmGCUFclqIKzhb1iH2shpeBaxkNqgSbHCO9amXI&amp;h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIkDQTFrazEtVeOPzS7LFyqXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs</a></p> <p><a href="https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DNN2JUId-mGU%26feature%3Dshare%26fbclid%3DIwAR1hE1jqZQEUsCe87ngy4FTifnHoX1yIED0LkVVoc6QiRUgbXH6nO06pwg&amp;h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIkDQTFrazEtVeOPzS7LFyqXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs">https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DNN2JUId-mGU%26feature%3Dshare%26fbclid%3DIwAR1hE1jqZQEUsCe87ngy4FTifnHoX1yIED0LkVVoc6QiRUgbXH6nO06pwg&amp;h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIkDQTFrazEtVeOPzS7LFyqXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs</a></p>
<b>Course Duration</b>	First Year, 1st Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>5. White board and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to apply relevant concepts and theories to a specific topic in written responses to several paper assignments.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Students will be active and engaged participants in discussions by analyzing information presented within the lectures and readings.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to synthesize information by creating an informational lecture.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to assess empirical evidence and exhibit critical thinking in the form of clear, evaluative statements in their oral/written activities.</li> </ol>
<b>Course Assessments</b>	<p>Quiz/ Mid-Term Examination (30%)</p> <p>Attendance and class participation (20%)</p> <p>Final Examination (50%)</p>





<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Define Sociology, Medical Sociology and Pedagogy</li> <li>2. Pattern of Disease</li> <li>3. How much good do medical care does?</li> <li>4. Social inequalities and health.</li> <li>5. Race/Ethnicity and Gender</li> <li>6. Reinforcing Fundamental Causes</li> <li>7. Social Relations, Health and Death</li> <li>8. The Experience of Being Ill and Getting Care</li> <li>9. The Sick Role and Social Control</li> <li>10. Medicalization and De-medicalization</li> <li>11. The Profession of Medicine</li> <li>12. Health Insurance</li> <li>13. The organization of Medicine</li> <li>14. The Future of Medical Sociology</li> </ol>
<b>Session 1 (Week 1)</b>	1. Define Sociology, Medical Sociology and Pedagogy
<b>Session 2 (Week 2)</b>	2. Pattern of Disease
<b>Session 3 (Week 3)</b>	3. How much good do medical care does?
<b>Session 4 (Week 4)</b>	4. Social inequalities and health.
<b>Session 5 (Week 5)</b>	5. Race/Ethnicity and Gender
<b>Session 6 (Week 6)</b>	6. Reinforcing Fundamental Causes
<b>Session 7 (Week 7)</b>	7. Social Relations, Health and Death
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	8. The Experience of Being Ill and Getting Care
<b>Session 10 (Week 10)</b>	9. The Sick Role and Social Control
<b>Session 11 (Week 11)</b>	11. The Profession of Medicine
<b>Session 12 (Week 12)</b>	12. Health Insurance
<b>Session 13 (Week 13)</b>	13. The organization of Medicine
<b>Session 14 (Week 14)</b>	14. The Future of Medical Sociology (Part A)
<b>Session 15 (Week 15)</b>	14. The Future of Medical Sociology (Part B)
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.





<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.
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## THEORETICAL FOUNDATIONS OF NURSING

1	<b>Course name</b>	THEORETICAL FOUNDATIONS OF NURSING
2	<b>Course Code</b>	NURS 101ly
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	4 UNITS
5	<b>Educational hours</b>	64 HOURS
6	<b>Pre-requisite requirements</b>	NONE
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

<b>Brief Description:</b>	This course deals with the meta-concepts of a person, health, environment and nursing as viewed by the different nursing theorists. It includes discussion how these concepts and theories serve as guide to nursing practice. Also discussed is health as a multifactorial phenomenon and its relevance to nursing practice. Integrated further is the relationship of these theories to nursing process. Necessary qualities of a nurse, the core values and competencies are integrated with the concept of transcultural nursing and its implication to competent quality nursing care.
<b>Textbooks required for this Course:</b>	<p>Alligood, M.R., 2021. Nursing Theorists and Their Work. 10<sup>th</sup> Ed. St. Louis, MO: Elsevier. ISBN- 13: 978-0323757027; ISBN-10: 0323757022</p> <p>Wills, E.M. and McWen, M. 2021. Theoretical Basis for Nursing, 6<sup>th</sup> Ed., Wolters Kluwer Health. ISBN- 13: 9781975175665; ISBN-10: 1975175662,</p> <p>Berman, A.T., Shirlee Snyder, and GERALYN Frandsen. 2020. Kozier and Erbs Fundamentals of Nursing, 11<sup>th</sup> Ed. Prentice Hall. ISBN-13: 9780133974362; ISBN-10: 0133974367.</p> <p><a href="https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3Dfa6x-">https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3Dfa6x-</a></p>





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**Course Duration**

First Year, 1st Semester

**Delivery**

1. Classroom Discussion
2. Quizzes
3. Mid-Term and Final Examinations
4. LCD projector, laptop, and speakers (PPT and video presentation)
5. Whiteboard and markers

**Course Objectives:**

- G.C.1. Knowledge and understanding:
1. Differentiate views given by various nursing theorists on person, health, environment and nursing.
  2. Explain the main purpose of a theory, its roles in research and its importance to professionalism.
  3. Describe the various non-nursing theories as applied to nursing.
  4. Describe the concept of transcultural nursing.
  5. Discuss ways in which nurses can provide care that incorporate the patient's religious and cultural beliefs and practices.

G.C.2. Intellectual skills:

1. Describe the common theories of nursing and illustrate how these theories can be applied to nursing situations.
2. Utilize selected nursing theories in the care of clients.
3. Demonstrate selected core competencies under the 11 key areas of responsibility pertinent to nursing.





	<p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Identify the different nursing theories and non-nursing theories relevant to the practice of nursing care.</li> <li>2. Appreciate the importance of concepts and nursing theories to serve as guide in nursing practice.</li> <li>3. Use different nursing theories and models to serve as guide in nursing practice as they relate to individual, family, and community.</li> <li>4. Use the necessary core competencies under the 11 key areas of responsibility pertinent to nursing.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Develop the positive and acceptable attitude in providing care that incorporates the patient's religious and cultural beliefs and practices.</li> <li>2. Integrates theories as nursing usable frameworks to guide nursing practice as well as a language to foster communication about what nursing is.</li> </ol>
<b>Course Assessments</b>	<p>Attendance and class participation (20%)</p> <p>Quizzes/Mid-Term Exam (30%)</p> <p>Final Exam (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Overview <ol style="list-style-type: none"> <li>a. Definition of concept, theory, and principle</li> <li>b. Characteristics of a theory</li> <li>c. Components of a theory</li> <li>d. Purposes of a theory</li> <li>e. Nursing paradigm</li> </ol> </li> <li>2. Different view of person, health, environment, and nursing by various nursing theorists. <ol style="list-style-type: none"> <li>a. Florence Nightingale</li> <li>b. Ernestine Weidenbach</li> <li>c. Virginia Henderson</li> <li>d. Faye Glenn Abdallah</li> <li>e. Jean Watson</li> <li>f. Dorothea Orem</li> <li>g. Myra Estrine Levine</li> <li>h. Martha Rogers</li> <li>i. Dorothy Johnson</li> <li>j. Callista Roy</li> <li>k. Betty Neuman</li> <li>l. Imogene King</li> <li>m. Hildegard Perplau</li> <li>n. Ida Jean Orlando</li> <li>o. Joyce Travel bee</li> <li>p. Madeleine Leininger</li> <li>q. Rosemarie Rizzo Parse</li> <li>r. Joyce Fitzpatrick</li> <li>s. Anne Boykin and Savana Schoenhofer</li> <li>t. Margarette Neuman</li> <li>u. Josephine Peterson</li> </ol> </li> </ol>





	<p>v. Loretta Zderad</p> <p>3. Different vies of Non-nursing theories:</p> <ol style="list-style-type: none"> <li>Systems Theory</li> <li>Change Theory</li> <li>Developmental Theory</li> </ol> <p>4. Health as a multifactorial phenomenon</p> <p>5. Interlinking relationships of factors affecting health</p> <p>6. Care enhancement qualities including core values</p> <p>7. Competency-based approach to the BSN Curriculum</p> <p>8. Core competencies under the key areas of responsibility</p>
<b>Session 1 (Week 1)</b>	<p>1. Overview</p> <ol style="list-style-type: none"> <li>Definition of concept, theory, and principle</li> <li>Characteristics of a theory</li> <li>Components of a theory</li> </ol>
<b>Session 2 (Week 2)</b>	<p>1. Overview</p> <ol style="list-style-type: none"> <li>Purposes of a theory</li> <li>Nursing paradigm</li> </ol>
<b>Session 3 (Week 3)</b>	<p>2. Different view of person, health, environment, and nursing by various nursing theorists.</p> <ol style="list-style-type: none"> <li>Florence Nightingale</li> <li>Ernestine Weidenbach</li> <li>Virginia Henderson</li> <li>Faye Glenn Abdallah</li> <li>Jean Watson</li> </ol>
<b>Session 4 (Week 4)</b>	<p>2. Different view of person, health, environment, and nursing by various nursing theorists.</p> <ol style="list-style-type: none"> <li>Dorothea Orem</li> <li>Myra Estrine Levine</li> <li>Martha Rogers</li> <li>Dorothy Johnson</li> <li>Callista Roy</li> </ol>
<b>Session 5 (Week 5)</b>	<p>2. Different view of person, health, environment, and nursing by various nursing theorists.</p> <ol style="list-style-type: none"> <li>Betty Neuman</li> <li>Imogene King</li> <li>Hildegard Perplau</li> <li>Ida Jean Orlando</li> </ol>
<b>Session 6 (Week 6)</b>	<p>2. Different view of person, health, environment, and nursing by various nursing theorists.</p> <ol style="list-style-type: none"> <li>Joyce Travelbee</li> <li>Madelline Leininger</li> <li>Rosemarie Rizzo Parse</li> <li>Joyce Fitzpatrick</li> </ol>
<b>Session 7 (Week 7)</b>	<p>2. Different view of person, health, environment, and nursing by various nursing theorists.</p> <ol style="list-style-type: none"> <li>Anne Boykin and Savina Schoenhoffer</li> <li>Margarette Neuman</li> </ol>





	u. Josephine Peterson v. Loretta Zderad
<b>Session 8 (Week 8)</b>	<b>Midterm Exam</b>
<b>Session 9/10 (Week 9/10)</b>	3. Different vies of Non-nursing theories: a. Systems Theory b. Change Theory c. Developmental Theory
<b>Session 11 (Week 11 )</b>	4. Health as a multifactorial phenomenon
<b>Session 12 (Week 12)</b>	5. Interlinking relationships of factors affecting health
<b>Session 13 (Week 13)</b>	6. Care enhancement qualities including core values
<b>Session 14 (Week 14)</b>	7. Competency-based approach to the BSN Curriculum
<b>Session 15 (Week 15)</b>	8. Core competencies under the key areas of responsibility
<b>Session 16 (Week 16)</b>	<b>Final Exam</b>
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## BIOCHEMISTRY

1	<b>Course name</b>	BIOCHEMISTRY
2	<b>Course Code</b>	MED 102ly
3	<b>Course type:</b> /general/specialty/optional	GENERAL





4	Accredited units	4 UNITS (3 LECT/1 LAB)
5	Educational hours	80 HOURS
6	Pre-requisite requirements	NONE
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:**

The design of the course is to facilitate the students of Nursing bachelor's degree to understand the chemistry behind the different processes in the body and its relationship with health and disease. It deals with the biomolecules and their chemistry. The course includes topics such as carbohydrates, proteins, lipids, and nucleic acids – their chemistry and their function and includes the properties of water and pH. The students will also be given an introduction on vitamins and minerals and the enzymes of the body and their classification, mechanism of action, and their significance in disease diagnosis and monitoring.

**Textbooks required for this Course:**

Nelson, David Land Michael M. Cox. 2021. Leininger's Principles of Biochemistry. W.H. Freeman. ISBN-13: 978-1319228002; ISBN-10: 1319228003.

Vasudavan, DM, Sreekumari, S., and Kannar Vaidyanathan. 2019. Textbook of Biochemistry for Medical Students. Jaypee Brothers Medical Publishers. 9<sup>th</sup> Edition. ISBN-13: 978-9389034981; ISBN-10: 9389034981.

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DBjvM6gDTQtw%26feature%3Dshare%26fbclid%3DIwAR0My2T\\_Fs\\_MqtyGKdTrcgRywwz163NBeVtko0jxJ2ZP\\_leXsTqo-9uebYw&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RikDQTFrazEtVeOPzS7LYgXqGv7Mo427qk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DBjvM6gDTQtw%26feature%3Dshare%26fbclid%3DIwAR0My2T_Fs_MqtyGKdTrcgRywwz163NBeVtko0jxJ2ZP_leXsTqo-9uebYw&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RikDQTFrazEtVeOPzS7LYgXqGv7Mo427qk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DmrLQ09KzfYI%26feature%3Dshare%26fbclid%3DIwAR0o2IM0vqz1jN\\_SnU2WWnQwfn3nPAQMvwsYPgFtMkVaQ2ljq3SwwD7l\\_1dg&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RikDQTFrazEtVeOPzS7LYgXqGv7Mo427qk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DmrLQ09KzfYI%26feature%3Dshare%26fbclid%3DIwAR0o2IM0vqz1jN_SnU2WWnQwfn3nPAQMvwsYPgFtMkVaQ2ljq3SwwD7l_1dg&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RikDQTFrazEtVeOPzS7LYgXqGv7Mo427qk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D4qgOMd3l5xw%26feature%3Dshare%26fbclid%3DIwAR3ek5\\_Dv3SJmcgrKJE6n\\_ihcv6AdzJczOcc-qB5TAq-UutMe3R\\_hggOLzQ&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RikDQTFrazEtVeOPzS7LYgXqGv7Mo427qk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D4qgOMd3l5xw%26feature%3Dshare%26fbclid%3DIwAR3ek5_Dv3SJmcgrKJE6n_ihcv6AdzJczOcc-qB5TAq-UutMe3R_hggOLzQ&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RikDQTFrazEtVeOPzS7LYgXqGv7Mo427qk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)





<b>Course Duration</b>	First Year, 1st Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Laboratory works</li> <li>4. Mid-Term and Final Examinations</li> <li>5. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>6. White board and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Explain the biomolecules and their significance in human body</li> <li>2. Describe the sources of the biomolecules in diet and their functional role</li> <li>3. Discuss the role of water and pH in homeostasis and disease states</li> <li>4. Illustrate the structure of major biomolecules and their composition</li> <li>5. Explain enzyme classification, inhibition of enzymes with an example in clinical situation.</li> <li>6. Describe the biochemical process in diabetes mellitus</li> <li>7. Identify the significance of low-fat diet.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Specify the similarities and differences in function and structure of carbohydrates, lipids and proteins</li> <li>2. Identify the salient features of structure of carbohydrates, lipids and proteins including the functional group</li> <li>3. Apply principles of critical thinking in analyzing structural aspects of the biomolecules</li> <li>4. Apply principles of critical thinking and judgment in ordering blood chemistry investigations.</li> <li>5. Utilize the nursing process in advising dietary modifications in metabolic diseases</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Identify the foodstuffs with principally carbohydrates, lipids or proteins</li> <li>2. Enumerate the adverse effects of excess or deficient nutrients like vitamins and minerals</li> <li>3. Observe principles of biochemistry in future practice of nursing care.</li> <li>4. Discuss priority investigative measures for patient with suspected Diabetes mellitus</li> <li>5. Identify the investigative modalities in inborn errors of metabolism.</li> <li>6. Observe bioethical principles, core values, and standards of nursing care.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Promote personal and professional growth.</li> </ol>
<b>Course Assessments</b>	<p>Attendance and class participation (20%)</p> <p>Laboratory works (10%)</p> <p>Quizzes/Mid-Term Examination (30%)</p> <p>Final Examination (40%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Overview of Biochemistry</li> <li>2. Introduction</li> </ol>





3. Definition and relationship to medicine
4. Use of Biochemistry in disease diagnosis
5. Introduction to cell & importance of biomolecules in it
6. Biomolecules –different types
7. Their function in the body
8. Water and pH
  - a. Functions of water, importance of water in our body
  - b. pH – definition, Henderson - Hesselbach equation
  - c. pH of body fluids
9. Body buffers
  - a. Acidosis and alkalosis
10. Chemistry of Carbohydrates
  - a. Classification, Structure, Isomerism
  - b. Carbohydrates of significance and brief description about them – glucose, fructose, sucrose, lactose, polysaccharides –starch, glycogen, cellulose
11. Glycosaminoglycans
12. Chemistry of lipids
  - a. Classification
  - b. Structure of each type in brief
  - c. Significance of saturated and unsaturated fatty acids
  - d. Examples for each
  - e. Complex lipids, Cholesterol – structure
  - f. Chemistry of Proteins and amino acids
    - g. 20 amino acids in body proteins and their structure
    - h. Structure of proteins in different levels
13. Chemistry of nucleic acids
  - a. DNA and RNA, Types and function
  - b. Purines and Pyrimidines present in DNA and RNA
  - c. Nucleosides and nucleotides
14. Vitamins and minerals
15. Water soluble and fat soluble vitamins
  - a. Sources and deficiency diseases
  - b. Important minerals of our body
  - c. Sources, requirement, blood levels
  - d. Deficiency and excess levels
16. Overview of Enzymes



	<p>a. Introduction, definition  b. Nomenclature and classification, factors affecting enzyme activity  c. Active site of enzymes  d. Enzyme inhibition, competitive, non-competitive  e. Cofactors and co enzymes  f. Regulation of enzyme activity  g. Units of enzyme activity  h. Application of enzymes  i. Enzymes important in diagnosis of diseases</p> <p>17. Metabolism – definition, anabolism catabolism  a. Metabolism of carbohydrates introduction  b. Major fuel for the body  c. Major pathways of carbohydrate metabolism</p> <p>18. Glycolysis – salient features  a. Reactions of glycolysis  b. Energy producing steps in glycolysis  c. Products of glycolysis  d. Lactate and pyruvate and their fates  e. Energetics of glycolysis</p> <p>19. Citric acid cycle  a. Significance  b. Uses, Energetics, Products</p> <p>20. Gluconeogenesis – salient features, key reactions  a. Location, significance, Energetics  b. Glycogen metabolism, Glycogenolysis, Glycogenesis  c. Significance, site, steps, regulation  d. Disorders of glycogen metabolism  e. Glycogen storage disease  f. Hexose monophosphate pathway  g. Significance, energetics</p> <p>21. Blood glucose regulation  a. Normal level, fasting, PPBS,  b. Diabetes mellitus – types  c. Comparison of 2 major types  d. Manifestations, metabolic derangement, diagnosis  e. Metabolism of lipids  f. Major pathways  g. Beta oxidation of fatty acids, steps, Energetics  h. Metabolism of ketone bodies, biosynthesis of fatty acids  i. Lipoproteins, LDL, HDL, VLDL, total cholesterol, Normal levels</p>
<p>Session 1 (Week 1)</p>	<p>1. Overview of Biochemistry  2. Introduction  3. Definition and relationship to medicine</p>
<p>Session 2 (Week 2)</p>	<p>4. Use of Biochemistry in disease diagnosis</p>





	<p>5. Introduction to cell &amp; importance of biomolecules in it</p> <p>6. Biomolecules –different types</p> <p>7. Their function in the body</p>
<b>Session 3 (Week 3)</b>	<p>8. Water and pH</p> <p>a. Functions of water, importance of water in our body</p> <p>b. pH – definition, Henderson - Hasselback equation</p> <p>c. pH of body fluids</p> <p>9. Body buffers</p> <p>a. Acidosis and alkalosis</p>
<b>Session 4 (Week 4)</b>	<p>10. Chemistry of Carbohydrates</p> <p>a. Classification, Structure, Isomerism</p> <p>b. Carbohydrates of significance and brief description about them – glucose, fructose, sucrose, lactose, polysaccharides –starch, glycogen, cellulose</p> <p>11. Glycosaminoglycans</p> <p>12. Chemistry of lipids</p> <p>a. Classification</p> <p>b. Structure of each type in brief</p> <p>c. Significance of saturated and unsaturated fatty acids</p> <p>d. Examples for each</p> <p>e. Complex lipids, Cholesterol – structure</p> <p>f. Chemistry of Proteins and amino acids</p> <p>g. 20 amino acids in body proteins and their structure</p> <p>h. Structure of proteins in different levels</p>
<b>Session 5 (Week 5)</b>	<p>14. Vitamins and minerals</p> <p>15. Water soluble and fat-soluble vitamins</p> <p>a. Sources and deficiency diseases</p> <p>b. Important minerals of our body</p> <p>c. Sources, requirement, blood levels</p> <p>d. Deficiency and excess levels</p>
<b>Session 6 (Week 6)</b>	<p>16. Overview of Enzymes (A)</p> <p>a. Introduction, definition</p> <p>b. Nomenclature and classification, factors affecting enzyme activity</p> <p>c. Active site of enzymes</p> <p>d. Enzyme inhibition, competitive, non-competitive</p> <p>e. Cofactors and co enzymes</p>
<b>Session 7 (Week 7)</b>	<p>16. Overview of Enzymes (B)</p> <p>f. Regulation of enzyme activity</p> <p>g. Units of enzyme activity</p> <p>h. Application of enzymes</p> <p>i. Enzymes important in diagnosis of diseases</p>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<p>17. Metabolism – definition, anabolism catabolism</p> <p>a. Metabolism of carbohydrates introduction</p> <p>b. Major fuel for the body</p> <p>c. Major pathways of carbohydrate metabolism</p>
<b>Session 10 (Week 10)</b>	18. Glycolysis – salient features (Part A)





	<ul style="list-style-type: none"> <li>a. Reactions of glycolysis</li> <li>b. Energy producing steps in glycolysis</li> </ul>
<b>Session 11 (Week 11)</b>	<ul style="list-style-type: none"> <li>18. Glycolysis – salient features (Part B)</li> <li>c. Products of glycolysis</li> <li>d. Lactate and pyruvate and their fates</li> <li>e. Energetics of glycolysis</li> </ul>
<b>Session 12 (Week 12)</b>	<ul style="list-style-type: none"> <li>19. Citric acid cycle</li> <li>a. Significance</li> <li>b. Uses, Energetics, Products</li> </ul>
<b>Session 13 (Week 13)</b>	<ul style="list-style-type: none"> <li>20. Gluconeogenesis – salient features, key reactions</li> <li>a. Location, significance, Energetics</li> <li>b. Glycogen metabolism, Glycogenolysis, Glycogenesis</li> <li>c. Significance, site, steps, regulation</li> <li>d. Disorders of glycogen metabolism</li> <li>e. Glycogen storage disease</li> <li>f. Hexose monophosphate pathway</li> <li>g. Significance, energetics,</li> </ul>
<b>Session 14 (Week 14)</b>	<ul style="list-style-type: none"> <li>21. Blood glucose regulation (Part A)</li> <li>a. Normal level, fasting, PPBS,</li> <li>b. Diabetes mellitus – types</li> <li>c. Comparison of 2 major types</li> <li>d. Manifestations, metabolic derangement, diagnosis</li> <li>e. Metabolism of lipids</li> </ul>
<b>Session 15 (Week 15)</b>	<ul style="list-style-type: none"> <li>21. Blood glucose regulation (Part B)</li> <li>f. Major pathways</li> <li>g. Beta oxidation of fatty acids, steps, Energetics</li> <li>h. Metabolism of ketone bodies, biosynthesis of fatty acids</li> <li>i. Lipoproteins, LDL, HDL, VLDL, total cholesterol, Normal levels</li> </ul>
<b>Session 16 (Week 16)</b>	<b>Final Exam</b>
<b>Attendance Expectations</b>	<ul style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ul>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to





changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## RELATED LEARNING EXPERIENCE 1

1	Course name	RELATED LEARNING EXPERIENCE 1
2	Course Code	NURS 102ly
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	2 UNITS
5	Educational hours	64 HOURS (LAB)
6	Pre-requisite requirements	NONE
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:**

This course provides the students with the concepts on basic nursing skills pertinent to the delivery of optimum quality nursing care to clients across the life span. At the end of the course and given actual or simulated situations/ conditions, the student will be able to apply concepts on basic nursing skills in the care of clients across the lifespan focusing of provision of basic nursing care, comfort measures, safety and infection control.

**Textbooks required for this Course:**

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9<sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.

Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.

Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15<sup>th</sup> Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.





Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.

Hand-washing demonstration

<https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DlIsqnbMfKvI%26feature%3Dshare%26fbclid%3DIwAR31rLI65duDmUwPC3uFntOYYk9szSPjKgowHJSwAuxZ28w73khc0eZaRkk&h=AT2YoWMPik ej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs>

Open-gloving demonstration

<https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DIofzX5OaRCo%26feature%3Dshare%26fbclid%3DIwAR0Ljcf-yp5Pz-ggksieASZaiV4APriqq423EriSEcChl0YdQ-gFJ9enygQ&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs>

Closed-gloving demonstration

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D\\_QX8MrW6W0g%26feature%3Dshare%26fbclid%3DIwAR2I2sPglAqPG6-P1ghTW28WE\\_VQ7fldpUq\\_6j1vRKqqJfi7r7wl0WeEk0M&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3D_QX8MrW6W0g%26feature%3Dshare%26fbclid%3DIwAR2I2sPglAqPG6-P1ghTW28WE_VQ7fldpUq_6j1vRKqqJfi7r7wl0WeEk0M&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

Donning and Doffing PPE demonstration

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3Dquwzq7Vixsw%26feature%3Dshare%26fbclid%3DIwAR32ky2Q5Qk18v6uzc99YVL\\_XSugMt0jvyr5RMZkfGHPGqpOM-KaENTnaUE&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3Dquwzq7Vixsw%26feature%3Dshare%26fbclid%3DIwAR32ky2Q5Qk18v6uzc99YVL_XSugMt0jvyr5RMZkfGHPGqpOM-KaENTnaUE&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs)

Vital signs lecture

<https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DWyl34ussq6U%26feature%3Dshare%26fbclid%3DIwAR31rLI65duDmUwPC3uFntOYYk9szSPjKgowHJSwAuxZ28w73khc0eZaRkk&h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RIKDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs>

Vital signs demonstration





	<a href="https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DgUWJ-6nL5-8%26feature%3Dshare%26fbclid%3DIwAR1WZSGV8n5lbb10i4SRf9f9g-6jTtQnE5dd-fBlz7Hynjby6w5m25kje0&amp;h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RlkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs">https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DgUWJ-6nL5-8%26feature%3Dshare%26fbclid%3DIwAR1WZSGV8n5lbb10i4SRf9f9g-6jTtQnE5dd-fBlz7Hynjby6w5m25kje0&amp;h=AT2YoWMPikej9ojG8vpW66dLCPKAC4EMkMT0rxz-NLioN5q5RlkDQTFrazEtVeOPzS7LfYgXqGv7Mo427gk3XXn1R-FMLBi0XqUxmUDXFAZomTHEcGfDwuxV2YHeSQ5CEMs</a>
<b>Course Duration</b>	First Year, 1st Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Laboratory works/ Skills demonstration of instructor</li> <li>4. Mid-Term and Final Examinations</li> <li>5. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>6. White board and markers</li> <li>7. Return demonstration of students</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Compare the various types of hygienic measures and universal precaution.</li> <li>2. Differentiate open gloving from closed gloving.</li> <li>3. Remember the equipment used in PPE</li> <li>4. Enumerate the vital signs.</li> <li>5. Identify the different positions used for comfort/procedure.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Discuss and able to demonstrate hand washing.</li> <li>2. Know when to used open gloving and when to use closed gloving.</li> <li>3. Follow the order of donning and doffing of PPE.</li> <li>4. Able to obtain vital signs.</li> <li>4. Describe indications for range of motion.</li> <li>5. Describe the different positions of the patient and its corresponding indication.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Use hand-hygiene accordingly, and promote it to others.</li> <li>2. Observation of the universal precaution at all times.</li> <li>3. Determine circumstances that necessitates the use of PPE and make sure of its availability</li> <li>4. Changing of gowns and diaper using body mechanics to maintain safety.</li> <li>5. Discuss the normal findings and deviations from normal vital signs results.</li> <li>6. Discuss and enumerate the clinical practice guidelines for performing any procedure.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Promote hand-hygiene and universal precaution by words, action, and initiation.</li> <li>2. Transfer patient from bed to chair using own set of techniques that follow principles of body mechanic, and time-bounded.</li> <li>3. Discuss the hygienic measures and comfort measures for the patient.</li> </ol>



	<p>4. Demonstrate competent performance vital signs in the clinical area.</p> <p>5. Discuss the normal vital signs of adult and pediatric patients.</p> <p>6. Maintain integrity of profession in application of the learned skills and principles.</p>
<b>Course Assessments</b>	<p>Skills Return Demonstrations/Clinical Performance (70%)</p> <p>Attendance (10%)</p> <p>Final Examinations (20%)</p>
<b>Content Breakdown Topical Coverage</b>	<p>1. Getting to know each other</p> <p>2. Orientation on the course and course requirements as well as the classroom policies and grading system</p> <p>3. Overview of nursing practice</p> <p>4. Universal Precaution Importance of:</p> <ol style="list-style-type: none"> <li>Gloves</li> <li>Face mask</li> <li>Hand-washing</li> <li>Proper disposal of sharps and needles</li> </ol> <p>5. Documentation And Charting</p> <p>6. Clinical Practice Guidelines For Performing A Procedure</p> <ol style="list-style-type: none"> <li>Nursing Process <ol style="list-style-type: none"> <li>Assessment</li> <li>Diagnosis</li> <li>Planning (Expected outcome)</li> <li>Implementation(Intervention)</li> <li>Evaluation Common Signs and symptoms and medicalterminologies</li> </ol> </li> <li>Hand-washing (lecture and lecture demonstration) <ol style="list-style-type: none"> <li>Hand washing (return demonstration of the students)</li> </ol> </li> <li>Positioning lecture and lecture demonstration <ol style="list-style-type: none"> <li>Positioning (return demonstration)</li> </ol> </li> <li>Range of Motion Lecture and lecture demonstration <ol style="list-style-type: none"> <li>Range of motion return demonstration of the students</li> </ol> </li> <li>Hygiene and comfort measures <ol style="list-style-type: none"> <li>Lecture Changing of diapers</li> <li>Hygiene and comfort measures</li> <li>Changing of gown and diaper return demonstration</li> </ol> </li> <li>Bed making <ol style="list-style-type: none"> <li>Open bed</li> <li>Closed bed</li> <li>Occupied bed</li> </ol> </li> </ol>





	<ul style="list-style-type: none"> <li>iv. return demonstration on bed making(open, closed, occupied)</li> <li>g. Vital signs <ul style="list-style-type: none"> <li>i. Temperature</li> <li>ii. Pulse rate</li> <li>iii. Respiratory rate</li> <li>iv. Blood pressure</li> </ul> </li> <li>h. Lecture and lecture demonstration <ul style="list-style-type: none"> <li>i. Temperature</li> <li>ii. Pulse rate</li> <li>iii. Respiratory rate</li> <li>iv. Blood pressure</li> </ul> </li> <li>i. Return demonstration of the students</li> <li>j. Review of concepts</li> </ul>
<b>Session 1 (Week 1)</b>	<ol style="list-style-type: none"> <li>1. Getting to know each other</li> <li>2. Orientation on the course and course requirements as well as the classroom policies and grading system</li> <li>3. Overview of nursing practice</li> <li>4. Universal Precaution Importance of: <ul style="list-style-type: none"> <li>a. Gloves</li> <li>b. Face mask</li> <li>c. Hand-washing</li> <li>d. Proper disposal of sharps and needles</li> </ul> </li> <li>5. Documentation And Charting</li> </ol>
<b>Session 2 (Week 2)</b>	<ol style="list-style-type: none"> <li>6. Clinical Practice Guidelines For Performing A Procedure <ul style="list-style-type: none"> <li>a. Nursing Process <ul style="list-style-type: none"> <li>i. Assessment</li> <li>ii. Diagnosis</li> <li>iii. Planning (Expected outcome)</li> <li>iv. Implementation(Intervention)</li> <li>v. Evaluation Common Signs and symptoms and medical terminologies</li> </ul> </li> </ul> </li> </ol>
<b>Session 3 (Week 3)</b>	<ul style="list-style-type: none"> <li>b. Hand-washing (lecture and lecture demonstration)</li> </ul>
<b>Session 4 (Week 4)</b>	<ul style="list-style-type: none"> <li>b. Hand washing (return demonstration of the students)</li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>c. Positioning lecture and lecture demonstration <ul style="list-style-type: none"> <li>i. Positioning (return demonstration)</li> </ul> </li> </ul>
<b>Session 6 (Week 6)</b>	<ul style="list-style-type: none"> <li>e. Hygiene and comfort measures <ul style="list-style-type: none"> <li>i. Lecture Changing of diapers</li> <li>ii. Hygiene and comfort measures</li> </ul> </li> </ul>
<b>Session 7 (Week 7)</b>	Changing of gown and diaper return demonstration
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<ul style="list-style-type: none"> <li>f. Bed making <ul style="list-style-type: none"> <li>i. Open bed</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>ii. Closed bed</li> <li>iii. Occupied bed</li> </ul>
<b>Session 10 (Week 10)</b>	f.iv. Return Demonstration on bed making(open, closed, and occupied)
<b>Session 11 (Week 11)</b>	<ul style="list-style-type: none"> <li>g. Vital signs <ul style="list-style-type: none"> <li>i. Temperature</li> <li>ii. Pulse rate</li> <li>iii. Respiratory rate</li> <li>iv. Blood pressure</li> </ul> </li> </ul>
<b>Session 12 (Week 12)</b>	<ul style="list-style-type: none"> <li>h. Lecture and lecture demonstration <ul style="list-style-type: none"> <li>i. Temperature</li> <li>ii. Pulse rate</li> <li>iii. Respiratory rate</li> <li>iv. Blood pressure</li> </ul> </li> </ul>
<b>Session 13 (Week 13)</b>	a. Return Demonstrations on Vital Signs taking(Temperature, Pulse , and Respiration)
<b>Session 14 (Week 14)</b>	b. Return Demonstrations on Vital Signs taking (Blood Pressure)
<b>Session 15 (Week 15)</b>	Review of Concepts learned- RLE 1
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.





## Islamic Studies

1	Course name	ISLAMIC STUDIES
2	Course Code	LANG 102LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	NONE
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:** Students will study the origins of the Qur'an, its overall structure and content, major themes, approaches to its interpretation, and its function in Muslim religious, social, cultural and political life. The purpose of this course is to build up the information about fundamentals of Islam and to understand its implementation.

**Textbooks required for this Course:**

Helwa, A., 2021. Secrets of Divine Love: A Spiritual Journey into the Heart of Islam. Penguin Random House India Private Limited. ISBN-13 : 978-1734231205, ISBN-10 : 1734231203.

Sayilgan, S., 2021. Exploring Islam: Theology and Spiritual Practice in America. Fortress Press. ISBN-13 : 978-1506468020, ISBN-10 : 1506468020.

Mandaville, P. 2020. Islam and Politics. 3rd Ed. ISBN-13: 978-1138486980, ISBN-10: 1138486981.

Salim, A.R. 2020. Islam Explained: A Short Introduction to History, Teachings, and Culture. ISBN-13 : 978-1646113231, ISBN-10 : 1646113233.

<https://www.youtube.com/hashtag/islamicstudies>

<https://www.youtube.com/watch?v=BtUjOwNPq0Q>

<https://www.youtube.com/watch?v=VOUp3ZZ9t3A>

<https://www.youtube.com/watch?v=udjM4dBVicE>

**Course Duration** 1<sup>st</sup> Year, 1<sup>st</sup> Semester

**Delivery**

1. Classroom Discussion/Recitation/Hand-outs
2. Quizzes
3. Mid-Term and Final Examinations
4. LCD Projector, laptop, and speakers (PPT and video presentation)
5. White board and markers

**Course Objectives:** 1. To enhance understanding of Quran & Sunnah.





	<ol style="list-style-type: none"> <li>2. To provide basic information about Islamic studies.</li> <li>3. To improve understanding of the students regarding Islamic Civilization.</li> <li>4. To increase the skill of the students for understanding of issues related to faith and religious life.</li> </ol>
<b>Course Assessments</b>	<p>Attendance (10%)</p> <p>Activities and assignments (20%)</p> <p>Quiz/ Mid-Term (20%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Introduction to Islamic Studies.</li> <li>2. Basic concepts of Quran.</li> <li>3. History of Quran.</li> <li>4. Serrah of Prophet.</li> <li>5. Introduction to Sunnah.</li> <li>6. Introduction to Islamic law and jurisprudence</li> <li>7. Islamic culture and civilization.</li> <li>8. Islam ad science.</li> <li>9. Islamic economic system.</li> <li>10. Political system of Islam.</li> <li>11. Islamic history.</li> <li>12. Social system of Islam.</li> </ol>
<b>Session 1 (Week 1)</b>	Introduction to Islamic Studies
<b>Session 2 (Week 2)</b>	Basic concepts of Quran
<b>Session 3 (Week 3)</b>	History of Quran
<b>Session 4 (Week 4)</b>	Serrah of Prophet I
<b>Session 5 (Week 5)</b>	Serrah of Prophet II
<b>Session 6 (Week 6)</b>	Introduction to Sunnah
<b>Session 7 (Week 7)</b>	Introduction to Islamic law and jurisprudence
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Islamic culture and civilization
<b>Session 10 (Week 10)</b>	Islam ad science
<b>Session 11 (Week 11)</b>	Islamic economic system
<b>Session 12 (Week 12)</b>	Political system of Islam
<b>Session 13 (Week 13)</b>	Islamic history I
<b>Session 14 (Week 14)</b>	Islamic history II
<b>Session 15 (Week 15)</b>	Social system of Islam
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> </ol>

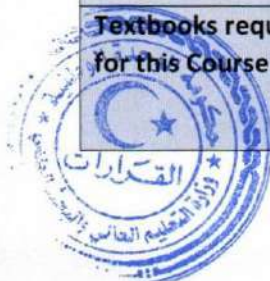




	5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## HEALTH ASSESSMENT

1	<b>Course name</b>	HEALTH ASSESSMENT
2	<b>Course Code</b>	NURS 103ly
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	3 UNITS
5	<b>Educational hours</b>	48 HOURS
6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1 THEORITICAL FOUNDATIONS OF NURSING
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016
	<b>Brief Description:</b>	This course provides the students with an overview of nursing as a professional practice in which physical assessment is part of every holistic health evaluation. It deals with orderly collection of objective information about the client's health status with the concepts of man as a holistic being. It includes discussion on the different roles of a nurse in the proper conduct of physical health assessment.
	<b>Textbooks required for this Course:</b>	Wilson, S.F. and Giddens, J.F., 2020. Health Assessment for Nursing Practice-E-Book. Elsevier Health Sciences. ISBN-13: 978-0323661195; ISBN-10: 032366119X.





	<p>Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.</p> <p>Head-to-toe assessment  <a href="https://www.youtube.com/watch?v=gG8kh8MfnGY">https://www.youtube.com/watch?v=gG8kh8MfnGY</a></p> <p>Lung auscultation and sounds  <a href="https://www.youtube.com/watch?v=KNrcG077brQ">https://www.youtube.com/watch?v=KNrcG077brQ</a></p>
<b>Course Duration</b>	First Year, 2nd Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>5. White board and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C. 1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Describe the phases of the nursing process.</li> <li>2. Identify the purpose of the physical health assessment.</li> <li>3. Explain the significance of selected physical findings.</li> <li>4. Identify the proper equipment/supplies needed in the conduct of physical health assessment.</li> <li>5. Be highly knowledgeable of the different body system to be assessed.</li> <li>6. Explain the four (4) methods/ techniques/tools used in physical health assessment</li> </ol> <p>G.C. 2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Systematically organize work.</li> <li>2. Identify the expected outcomes of health assessment.</li> <li>3. Use assessment parameters appropriate for determining the characteristic and major problems of a disease.</li> <li>4. Describe suggested sequencing in the conduct of physical health assessment in an orderly fashion.</li> <li>5. Utilize the nursing process as a framework for the care of clients.</li> </ol> <p>G.C. 3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Exhibits skills in performing physical health assessment</li> <li>2. Projects a caring attitude is doing the physical health assessment</li> <li>3. Integrate the role of culture and history in physical assessment</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Discuss variations in assessment techniques appropriate for clients of different ages.</li> <li>2. Utilize the nursing process in the care of clients of different illnesses.</li> <li>3. Integrate the role of culture and history in physical assessment</li> </ol>





<b>Course Assessments</b>	Attendance and class participation (20%) Quizzes/Mid-Term Examination (30%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Introduction to Physical Assessment</li> <li>2. Definition of Physical/Health Assessment</li> <li>3. Purposes of Physical/Health assessment</li> <li>4. Equipment &amp; Supplies used in Physical Health Assessment</li> <li>5. 12 Cranial Nerves</li> <li>6. Positions used in Physical/ Health Assessment</li> <li>7. Techniques used in Physical Assessment</li> <li>8. Review of the Nursing Process</li> <li>9. Phases of the Nursing Process</li> <li>10. Definition of health history</li> <li>11. Phases of taking Health history</li> <li>12. Guidelines in Taking Nursing Health History</li> <li>13. Types of Nursing Health history</li> <li>14. Components of Health History</li> <li>15. Sequence of Physical/Health Assessment</li> <li>16. Assessing appearance and mental status</li> </ol> <ol style="list-style-type: none"> <li>17. Integument- <ol style="list-style-type: none"> <li>a. Skin and Nails</li> <li>b. Head</li> <li>c. Skull</li> <li>d. Scalp</li> <li>e. Hair</li> <li>f. Face</li> <li>g. Eyes</li> <li>h. Ears</li> <li>i. Nose and Sinuses</li> <li>j. Mouth and Oropharynx</li> <li>k. Neck</li> <li>l. Thorax and Lungs</li> <li>m. Heart and Peripheral Pulses</li> <li>n. Breast</li> <li>o. Abdomen</li> </ol> </li> <li>18. Musculoskeletal Neurologic System</li> <li>19. Genitourinary System</li> <li>20. Assessment of Common Deep Tendon Reflexes</li> </ol>
<b>Session 1 (Week 1) Session 2 (Week 2)</b>	<ol style="list-style-type: none"> <li>1. Introduction to Physical Assessment</li> <li>2. Definition of Physical/Health Assessment</li> <li>3. Purposes of Physical/Health assessment</li> </ol>
<b>Session 3 (Week 3) Session 4 (Week 4)</b>	<ol style="list-style-type: none"> <li>4. Equipment &amp; Supplies used in Physical Health Assessment</li> <li>5. 12 Cranial Nerves</li> <li>6. Positions used in Physical/ Health Assessment</li> </ol>
<b>Session 5 (Week 5) Session 6 (Week 6)</b>	<ol style="list-style-type: none"> <li>7. Techniques used in Physical Assessment</li> <li>8. Review of the Nursing Process</li> <li>9. Phases of the Nursing Process</li> </ol>



<b>Session 7 (Week 7)</b>	10. Definition of health history 11. Phases of taking Health history 12. Guidelines in Taking Nursing Health History
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b> <b>Session 10 (Week 10)</b>	13. Types of Nursing Health history 14. Components of Health History 15. Sequence of Physical/Health Assessment
<b>Session 11 (Week 11)</b> <b>Session 12 (Week 12)</b>	17. Integumentary Physical Assessment a. Skin and Nails b. Head c. Skull d. Scalp e. Hair f. Face g. Eyes h. Ears i. Nose and Sinuses j. Mouth and Oropharynx k. Neck l. Thorax and Lungs m. Heart and Peripheral Pulses n. Breast o. Abdomen
<b>Session 13 (Week 13)</b>	18. Musculoskeletal Neurologic System Assessment
<b>Session 14 (Week 14)</b>	19. Genitourinary System Assessment
<b>Session 15 (Week 15)</b>	20. Assessment of Common Deep Tendon Reflexes
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will





endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## HUMAN ANATOMY AND PHYSIOLOGY 2

1	Course name	HUMAN ANATOMY AND PHYSIOLOGY 2
2	Course Code	MED 103ly
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	5 UNITS
5	Educational hours	96 HOURS (4/1 HOURS (LEC/LAB)
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:** This course is designed to provide students with the basic knowledge in human anatomy structure and physiology, which is essential in understanding the normal functions of a human body in health and disease. At the end of the course and given specific situations, the student should be able to describe the anatomic structures and physiologic mechanisms, processes/systems and be able to utilize basic anatomical facts and physiological concepts and principles in the nursing care of individuals.

**Textbooks required for this Course:** VanPutte, C.L., Regan, J.L. and Russo, A.F., 2021. Seeley's essentials of anatomy & physiology. 11<sup>th</sup> Ed. University of Iowa. ISBN-13 : 978-1265348441; ISBN-10: 1265348448.

Marieb, Elaine and Katja Hoehn. 2018. Human Anatomy and Physiology, Books a la Carte, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-0134580999; ISBN-10: 0134580990.

Marieb, Elaine & Susan J. Mitchell. 2018. Human Anatomy and Physiology Laboratory Manual (Cat. Version), 13<sup>th</sup> Ed. ISBN-13: 978-0134632339; ISBN-10: 0134632338.

Respiratory System

[https://www.youtube.com/watch?v=0fVoz4V75\\_E](https://www.youtube.com/watch?v=0fVoz4V75_E).

Digestive system

<https://www.youtube.com/watch?v=48XO9iyZevs>

Renal/Urinary system

<https://www.youtube.com/watch?v=aUYciJjWe-I>





	<p>Endocrine System  <a href="https://www.youtube.com/watch?v=0GSRbmcNh3A">https://www.youtube.com/watch?v=0GSRbmcNh3A</a></p> <p>Musculoskeletal system  <a href="https://www.youtube.com/watch?v=gSW2ryFmihk">https://www.youtube.com/watch?v=gSW2ryFmihk</a></p> <p>Reproductive system  Male  <a href="https://www.youtube.com/watch?v=ROgUG1CK054">https://www.youtube.com/watch?v=ROgUG1CK054</a>  Female  <a href="https://www.youtube.com/watch?v=GTr2KGb1luw">https://www.youtube.com/watch?v=GTr2KGb1luw</a></p>
<b>Course Duration</b>	First Year, 2nd Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Laboratory works</li> <li>4. Mid-Term and Final Examinations</li> <li>5. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>6. White board and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C. 1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Learn and understand the structures of human body and its function</li> <li>2. Identify the different systemic structures of human body and its relationship based on functions and locations which is essential in the practice of nursing</li> </ol> <p>G.C. 2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Easily locate specific human body structure according to its medical term that is essential in the practice of nursing .</li> <li>2. Knowledgeable to nursing related skills based on the concepts of human body structures and its functions.</li> </ol> <p>G.C. 3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Perform basic nursing related skills based on the concepts of human body structures and its functions.</li> <li>2. Enhance clinical nursing skills through professional understanding on normal human body structure and its function.</li> </ol> <p>G.C. 4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Demonstrate properly how to perform such related nursing skills.</li> <li>2. Properly identify specific human body structure and can elaborate its function</li> <li>3. Promote personal and professional growth.</li> </ol>
<b>Course Assessments</b>	Attendance and class participation (20%) Laboratory works (10%) Quizzes/Mid-Term Examination (30%) Final Examination (40%)
<b>Content Breakdown Topical Coverage</b>	Nervous system: Central nervous system <ol style="list-style-type: none"> <li>1. The brain and the Cranial Nerves <ul style="list-style-type: none"> <li>• Cranial Nerves</li> <li>• Olfactory nerve</li> <li>• Optic nerve</li> <li>• Oculomotor nerve</li> <li>• Trochlear nerve</li> </ul> </li> </ol>





- Trigeminal nerve
  - Abducens nerve
  - Facial nerve
  - Vestibulocochlear nerve
  - Glossopharyngeal nerve
  - Vagus nerve
  - Accessory nerve
  - Hypoglossal nerve
2. The spinal cord and spinal nerves
  3. Spinal cord anatomy and physiology
  4. Special senses
    - Olfaction: sense of smell, anatomy of olfactory receptors
    - Gustation: sense of taste, anatomy of taste buds
    - Vision, accessory structures of the eye, eyelids, eyelashes, and eyebrows, the lacrimal apparatus, extrinsic eye muscles, anatomy of the eyeball, image formation, constriction of pupils
    - Hearing and equilibrium, anatomy of the ear

#### The Cardiovascular and Respiratory System

1. The Cardiovascular System: The Heart
  - anatomy of the heart
  - heart valves and circulation of blood
  - systemic and pulmonary circulation
  - the cardiac cycle
2. The Respiratory System
  - common medical terminologies
  - respiratory system anatomy
  - nose
  - pharynx
  - larynx
  - the structure of voice production
  - trachea
  - bronchi
  - lungs
  - lung volumes and capacities

#### The Alimentary System

1. The digestive system
  - Overview of the digestive system
  - Layers of the GI Tract (mucosa, submucosa, muscularis, serosa)
  - Peritoneum
  - Mouth
  - Pharynx
  - Esophagus
  - Deglutition
  - Stomach
  - Pancreas



	<ul style="list-style-type: none"> <li>• Liver and gallbladder</li> <li>• Small intestine</li> <li>• Large intestine</li> </ul> <p>The Human Genitourinary System</p> <ol style="list-style-type: none"> <li>1. The male genitourinary system <ul style="list-style-type: none"> <li>• Anatomy and Physiology of the male urinary system</li> </ul> </li> <li>2. The female genitourinary system <ul style="list-style-type: none"> <li>• Anatomy and Physiology of the female urinary system</li> </ul> </li> </ol> <p>The reproductive system</p> <ol style="list-style-type: none"> <li>1. The male reproductive system <ul style="list-style-type: none"> <li>• Anatomy and Physiology of the male reproductive system</li> </ul> </li> <li>2. The female reproductive system <ul style="list-style-type: none"> <li>• Anatomy and Physiology of the female reproductive system</li> </ul> </li> </ol> <p>The Muscular and Skeletal Systems</p> <ul style="list-style-type: none"> <li>• How skeletal muscles produce movement.</li> <li>• Muscle attachment sites and Coordination within muscle group</li> </ul>
<b>Session 1 (Week 1)</b> <b>Session 2 (Week 2)</b>	<p>Nervous system: Central nervous system</p> <ol style="list-style-type: none"> <li>1. The brain and the Cranial Nerves <ul style="list-style-type: none"> <li>• Cranial Nerves</li> <li>• Olfactory nerve</li> <li>• Optic nerve</li> <li>• Oculomotor nerve</li> <li>• Trochlear nerve</li> <li>• Trigeminal nerve</li> <li>• Abducens nerve</li> <li>• Facial nerve</li> <li>• Vestibulocochlear nerve</li> <li>• Glossopharyngeal nerve</li> <li>• Vagus nerve</li> <li>• Accessory nerve</li> <li>• Hypoglossal nerve</li> </ul> </li> </ol>
<b>Session 3 (Week 3)</b> <b>Session 4 (Week 4)</b>	<ol style="list-style-type: none"> <li>2. The Spinal Cord and Spinal Nerves</li> <li>3. Spinal Cord Anatomy and Physiology</li> </ol>
<b>Session 5 (Week 5)</b> <b>Session 6 (Week 6)</b>	<p>The Cardiovascular and Respiratory System</p> <ol style="list-style-type: none"> <li>1. The Cardiovascular System: The Heart <ul style="list-style-type: none"> <li>• anatomy of the heart</li> <li>• heart valves and circulation of blood</li> <li>• systemic and pulmonary circulation</li> <li>• the cardiac cycle</li> </ul> </li> </ol>
<b>Session 7 (Week 7)</b>	Review of Lessons from Nervous System to Cardiovascular System
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	The Cardiovascular and Respiratory System





	<p>2. The Respiratory System</p> <ul style="list-style-type: none"> <li>• common medical terminologies</li> <li>• respiratory system anatomy</li> <li>• nose</li> <li>• pharynx</li> <li>• larynx</li> <li>• the structure of voice production</li> <li>• trachea</li> <li>• bronchi</li> <li>• lungs</li> <li>• lung volumes and capacities</li> </ul>
<b>Session 10 (Week 10)</b>	<p>The Alimentary System</p> <p>1. The digestive system</p> <ul style="list-style-type: none"> <li>• Overview of the digestive system</li> <li>• Layers of the GI Tract (mucosa, submucosa, muscularis, serosa)</li> <li>• Peritoneum</li> <li>• Mouth</li> <li>• Pharynx</li> <li>• Esophagus</li> <li>• Deglutition</li> <li>• Stomach</li> <li>• Pancreas</li> <li>• Liver and gallbladder</li> <li>• Small intestine</li> <li>• Large intestine</li> </ul>
<b>Session 11 (Week 11)</b>	<p>The Human Genitourinary System</p> <p>1. The male genitourinary system</p> <ul style="list-style-type: none"> <li>• Anatomy and Physiology of the male urinary system</li> </ul>
<b>Session 12 (Week 12)</b>	<p>The Human Genitourinary System</p> <p>2. The female genitourinary system</p> <ul style="list-style-type: none"> <li>• Anatomy and Physiology of the female urinary system</li> </ul>
<b>Session 13 (Week 13)</b>	<p>The Human Reproductive system</p> <p>1. The male reproductive system</p> <ul style="list-style-type: none"> <li>• Anatomy and Physiology of the male reproductive system</li> </ul>
<b>Session 14 (Week 14)</b>	<p>The reproductive system</p> <p>2. The female reproductive system</p> <ul style="list-style-type: none"> <li>• Anatomy and Physiology of the female reproductive system</li> </ul>
<b>Session 15 (Week 15)</b>	<p>The Muscular and Skeletal Systems</p> <ul style="list-style-type: none"> <li>• How skeletal muscles produce movement. Muscle attachment sites and Coordination within muscle group</li> </ul>
<b>Session 16 (Week 16)</b>	<p>Final Exam</p>
<b>Attendance Expectations</b>	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p>





	<p>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## FUNDAMENTALS OF NURSING

1	<b>Course name</b>	<b>FUNDAMENTALS OF NURSING</b>
2	<b>Course Code</b>	<b>NURS 104ly</b>
3	<b>Course type: /general/specialty/optional</b>	<b>SPECIALTY</b>
4	<b>Accredited units</b>	<b>4 UNITS</b>
5	<b>Educational hours</b>	<b>64 HOURS</b>
6	<b>Pre-requisite requirements</b>	<b>Human Anatomy and Physiology 1 Theoretical Foundations of Nursing</b>
7	<b>Program offered the course</b>	<b>BACHELOR OF SCIENCE IN NURSING</b>
8	<b>Instruction Language</b>	<b>ENGLISH</b>
9	<b>Date of course approval</b>	<b>2022-2023</b>
	<b>Brief Description:</b>	This course provides the students with the overview of nursing as a science, an art and a profession. It deals with the concept of man as a holistic being comprised of bio-psycho-socio and spiritual dimensions. It includes a





	discussion on the different roles of a nurse emphasizing health promotion, maintenance of health as well as prevention of illness utilizing the nursing process.
<b>Textbooks required for this Course:</b>	<p>Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2020. Kozier and Erbs Fundamentals of Nursing, 11<sup>th</sup> Ed. Prentice Hall. ISBN-13: 9780133974362; ISBN-10: 0133974367.</p> <p>Cooper, Kim and Gosnell.Kelly. 2018. Foundations and Adult Health Nursing. Mosby.8<sup>th</sup> Ed. ISBN-13: 978-0323484374; ISBN-10: 0323484379.</p> <p>Personal qualities of a healthcare worker  <a href="https://www.youtube.com/watch?v=SW0z2W3XOc4">https://www.youtube.com/watch?v=SW0z2W3XOc4</a>  <a href="https://www.youtube.com/watch?v=SW0z2W3XOc4&amp;t=38s">https://www.youtube.com/watch?v=SW0z2W3XOc4&amp;t=38s</a></p> <p>Concepts of health and its determinants  <a href="https://www.youtube.com/watch?v=XQkYIpCmTDw">https://www.youtube.com/watch?v=XQkYIpCmTDw</a></p> <p>What is public health?  <a href="https://www.youtube.com/watch?v=t_eWESXTnic">https://www.youtube.com/watch?v=t_eWESXTnic</a></p> <p>Determinants of health  <a href="https://www.youtube.com/watch?v=zSquDQRjZv0">https://www.youtube.com/watch?v=zSquDQRjZv0</a></p> <p>The art and science of nursing  <a href="https://www.youtube.com/watch?v=C8aSpwkf4QA">https://www.youtube.com/watch?v=C8aSpwkf4QA</a></p> <p>Therapeutic nurse-client relationship  <a href="https://www.youtube.com/results?search_query=nurse+client+relationship">https://www.youtube.com/results?search_query=nurse+client+relationship</a></p> <p>Code of ethics in nursing  <a href="https://www.youtube.com/watch?v=luOQAD0PGLc">https://www.youtube.com/watch?v=luOQAD0PGLc</a></p> <p>Nursing process  <a href="https://www.youtube.com/watch?v=ZHVcviAIWw">https://www.youtube.com/watch?v=ZHVcviAIWw</a></p> <p>Levels of care  <a href="https://www.youtube.com/watch?v=leo0GcskEUo">https://www.youtube.com/watch?v=leo0GcskEUo</a></p>
<b>Course Duration</b>	First Year, 2nd Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitation/Hand-outs</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Differentiate nursing as an art, as a science and as a profession.</li> <li>2. Define nursing as a profession in the context of its practice.</li> <li>3. Describe the various non-nursing theories as applied to nursing.</li> <li>4. Describe the concept of man as a bio-psycho-social being.</li> <li>5. Discuss ways in which nurses can provide holistic quality nursing care using the nursing process.</li> <li>6. Describe the different fields of nursing practice with its varied professional and moral accountability and responsibility.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Relate the nursing process in the application of optimum quality and competent nursing care.</li> <li>2. Identify the purpose of the nursing process to nursing practice and nursing research and its implications to quality client care.</li> </ol>





	<p>3. Discuss the core values and core competencies of professional nursing practice and its relevance to competent nursing care.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Identify the different nursing roles and responsibilities relevant to the practice of nursing as a profession.</li> <li>2. Utilize the concepts in nursing as a science, as an art and as a profession as guide in the application of nursing process when providing competent nursing care to individuals, family, community and special population groups.</li> <li>3. Demonstrate mastery of essential professional nursing competencies for optimum quality nursing care.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Develop the positive and acceptable attitude in providing holistic care to individuals, families, the community and special/at risk population groups through socially and culturally appropriate nursing practice.</li> <li>2. Interpret the various nursing concepts from the natural and behavioral sciences and humanities as they relate to individual, family, community and population groups in daily professional practice.</li> <li>3. Demonstrate appropriate nursing competencies and values in collaborating with other members of the health team and others.</li> </ol>
<b>Course Assessments</b>	<p>Attendance and class participation (20%)          Quizzes/Mid-Term Examination (30%)          Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Nursing as a Profession             <ol style="list-style-type: none"> <li>A. Nursing                 <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Characteristics</li> <li>c. Focus: Human Responses</li> <li>d. History</li> </ol> </li> <li>B. Profession                 <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Criteria</li> <li>c. Growth of Professionalism</li> <li>d. Patterns of Knowing</li> </ol> </li> <li>C. Overview of Professional Nursing Practice                 <ol style="list-style-type: none"> <li>a. Level of Proficiency according to P. Benner</li> <li>b. Roles &amp; Responsibilities of a Professional Nurse</li> <li>c. Scope of Nursing Practice</li> <li>d. Code of Ethics for Nurses</li> <li>e. Patients' Bill of Rights</li> <li>f. Different Fields of Nursing Practice Communication Skills</li> <li>g. Nursing Process</li> <li>h. Levels of Care</li> </ol> </li> </ol> </li> <li>2. Nursing as an Art             <ol style="list-style-type: none"> <li>A. Definition</li> </ol> </li> </ol>





	<p>B. Why is Nursing an Art</p> <p>C. Concepts related to the Art in Nursing</p> <p>D. Self-Awareness (Concept of Who am I?)</p> <p>E. Self-enhancement</p> <p>F. Caring</p> <p>G. Nurse-Client Relationship</p>
<p><b>Session 1 (Week 1)</b></p> <p><b>Session 2 (Week 2)</b></p>	<p>1. Nursing as a Profession (A. Nursing)</p> <p>a. Definition</p> <p>b. Characteristics</p> <p>c. Focus: Human Responses</p> <p>d. History</p>
<p><b>Session 3 (Week 3)</b></p> <p><b>Session 4 (Week 4)</b></p>	<p>1. Nursing as a Profession: (B. Profession)</p> <p>a. Definition</p> <p>b. Criteria</p> <p>c. Growth of Professionalism</p> <p>d. Patterns of Knowing</p>
<b>Session 5 (Week 5)</b>	<p>1. Nursing as a Profession: (C. Overview of Professional Nursing Practice)</p> <p>a. Level of Proficiency according to P. Benner</p> <p>b. Roles &amp; Responsibilities of a Professional Nurse</p> <p>c. Scope of Nursing Practice</p>
<b>Session 6 (Week 6)</b>	<p>1. Nursing as a Profession: (C. Overview of Professional Nursing Practice)</p> <p>d. Code of Ethics for Nurses</p> <p>e. Patients' Bill of Rights</p> <p>f. Different Fields of Nursing Practice Communication Skills</p>
<b>Session 7 (Week 7)</b>	<p>1. Nursing as a Profession: (C. Overview of Professional Nursing Practice)</p> <p>g. Nursing Process</p> <p>h. Levels of Care</p>
<b>Session 8 (Week 8)</b>	Midterm Exam
<p><b>Session 9 (Week 9)</b></p> <p><b>Session 10 (Week 10)</b></p>	<p>2. Nursing as an Art</p> <p>A. Definition</p> <p>B. Why is Nursing an Art</p>
<b>Session 11 (Week 11)</b>	<p>2. Nursing as an Art</p> <p>C. Concepts related to the Art in Nursing</p>
<b>Session 12 (Week 12)</b>	<p>2. Nursing as an Art</p> <p>D. Self-Awareness (Concept of Who am I?)</p>
<b>Session 13 (Week 13)</b>	<p>2. Nursing as an Art</p> <p>E. Self-enhancement</p>
<b>Session 14 (Week 14)</b>	<p>2. Nursing as an Art</p> <p>F. Caring</p>
<b>Session 15 (Week 15)</b>	<p>2. Nursing as an Art</p> <p>G. Nurse-Client Relationship</p>
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p>

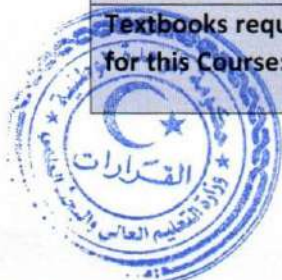




	<p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## RELATED LEARNING EXPERIENCE 2

1	<b>Course name</b>	RELATED LEARNING EXPERIENCE 2
2	<b>Course Code</b>	NURS 105ly
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	64 HOURS (LAB)
6	<b>Pre-requisite requirements</b>	RELATED LEARNING EXPERIENCE 1
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016
	<b>Brief Description:</b>	This course provides the students with the concepts on basic nursing skills pertinent to the delivery of optimum quality nursing care to clients across the life span. At the end of the course and given actual or simulated situations/ conditions, the student will be able to apply concepts on basic nursing skills in the care of clients across the lifespan focusing adult physical assessment, taking of health history and vital signs.
	<b>Textbooks required for this Course:</b>	Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9 <sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.





	<p>Berman, A.T., Shirlee Snyder, and GERALYN FRANDSEN. 2021. <i>Kozier and Erb's Fundamentals of Nursing</i>, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.</p> <p>Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. <i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i>, 15<sup>th</sup> Ed. Lippincott, Williams &amp; Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.</p> <p>Jensen, Sharon. 2018. <i>Nursing Health Assessment: A Best Practice Approach</i>, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.</p> <p>Weber, Janet R. and Jane H. Kelley. 2017. <i>Health Assessment in Nursing</i>, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Head to toe assessment demonstration  <a href="https://www.youtube.com/watch?v=gG8kh8MfnGY">https://www.youtube.com/watch?v=gG8kh8MfnGY</a></p>
<b>Course Duration</b>	First Year, 2nd Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Laboratory works/ Skills demonstration of instructor</li> <li>4. Mid-Term and Final Examinations</li> <li>5. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>6. White board and markers</li> <li>7. Return demonstration of students</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1.Utilize the nursing process in the care of individuals, families in community and hospital settings.</li> <li>2.Assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings</li> <li>3.Identifies actual and at-risk nursing diagnosis</li> <li>4.Plans appropriate nursing interventions with client/s and family for identified nursing diagnosis</li> <li>5.Implements plan of care with client/s and family</li> <li>6.Evaluates the progress of his/her/their client's condition and outcomes of care</li> <li>7.Ensure a well-organized and accurate documentation system;</li> <li>8.Relate with client/s and their family and the health team appropriately;</li> <li>9.Observe bioethical concepts/ principles, core values and nursing standards in the care of clients</li> <li>10.Promote personal and professional growth of self and others</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1.Explain the role of the nursing process step by step or in a systematic method in delivering patients care.</li> <li>2.Differentiate between the objective cues and subjective cues in obtaining patient history.</li> <li>3.Compare and differentiate the nursing diagnosis from the diagnosis of a physician.</li> <li>4.Explain the definition of History Taking and its purpose.</li> </ol>





	<p>5. Differentiate phases of taking health history, guidelines of taking nursing history, and types of nursing health history in terms of underlying principles and procedures.</p> <p>6. Explain review of system in the collection of data about the past and present history of the patient.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Discuss the significance of nursing process in the formulation, implementation of care.</li> <li>2. Explain the significance of history taking.</li> <li>3. Compare the various technique of assessment.</li> <li>4. Educate the patient regarding the importance of physical assessment.</li> <li>5. Explain the different body positioning.</li> <li>6. Accurate and time-efficient performance of assessment.</li> <li>7. Determine deviation from the normal.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Develop positive and interested attitudes towards application of basic nursing skills in the care of clients</li> <li>2. Utilize critical thinking process and problem solving skills in any situation or condition manifest by the client.</li> </ol>
<b>Course Assessments</b>	<p>Skills Return Demonstrations/Clinical Performance (70%) Attendance (10%) Final Examinations (20%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Orientation of grading system/rule and regulations inside the classroom.</li> <li>2. Brief review about Nursing Process</li> <li>3. History Taking</li> <li>4. Equipment</li> <li>5. Positioning</li> <li>6. Assessment Technique</li> <li>7. Review of System</li> <li>8. Adult Physical Assessment</li>   <li>9. General Appearance</li> <li>10. Assessing the skin, hair and nail, skull and face</li> <li>11. Assessing the eye structure and visual acuity <ol style="list-style-type: none"> <li>a. Return Demonstration</li> </ol> </li>   <li>12. Assessing the ears and hearing/nose and sinuses</li> <li>13. Assessing the mouth and Oropharynx</li> <li>14. Assessing the neck <ol style="list-style-type: none"> <li>a. Return Demonstration</li> </ol> </li>   <li>15. Assessing the thorax and lungs</li> <li>16. Assessing the heart and central vessels</li> <li>17. Assessing the breast and axilla <ol style="list-style-type: none"> <li>a. Return Demonstration</li> </ol> </li>   <li>18. Assessing the abdomen</li> <li>19. Assessing the musculoskeletal system</li> </ol>





	20. Assessing the male and female genitalia a. Return Demonstration
	21. Assessing motor function a. Return Demonstration
<b>Session 1 (Week 1)</b>	1. Orientation of grading system/rule and regulations inside the classroom. 2. Brief review about Nursing Process 3. History Taking 4. Equipment
<b>Session 2 (Week 2)</b>	5. Positioning 6. Assessment Technique 7. Review of System 8. Adult Physical Assessment
<b>Session 3 (Week 3)</b>	9. General Appearance 10. Assessing the skin, hair and nail, skull and face 11. Assessing the eye structure and visual acuity Lectures and Guided Practice for the learners
<b>Session 4 (Week 4)</b>	a. Return demonstration(General Appearance, Assessment on skin, hair, , nails, skull, face, eye structure and visual acuity.
<b>Session 5 (Week 5)</b>	12. Assessing the ears and hearing/nose and sinuses 13. Assessing the mouth and Oropharynx 14. Assessing the neck Lectures and Guided Practice for the learners
<b>Session 6 (Week 6)</b>	a. Return Demonstration-Assessing ears and hearing, nose and sinuses, mouth and oropharynx and Neck.
<b>Session 7 (Week 7)</b>	Review of Concepts from Lesson/Skills 1 to 14
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Introduction of Concepts from Lesson/Skills 15 to 21
<b>Session 10 (Week 10)</b>	15. Assessing the thorax and lungs 16. Assessing the heart and central vessels 17. Assessing the breast and axilla Lectures and Guided Practice for the learners
<b>Session 11 (Week 12)</b>	a. Return Demonstration- Assessing Thorax, Lungs, Heart, Central Vessels, Breast and Axilla
<b>Session 12 (Week 12)</b>	18. Assessing the abdomen 19. Assessing the musculoskeletal system 20. Assessing the male and female genitalia Lectures and Guided Practice for the learners
<b>Session 13 (Week 13)</b>	a. Return Demonstration-Assessing Abdomen, Musculoskeletal, male and female genitalia
<b>Session 14 (Week 14)</b>	21. Assessing motor function Lectures and Guided Practice for the learners
<b>Session 15 (Week 15)</b>	a. Return Demonstration on Assessing Motor Function
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.





	<p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## MICROBIOLOGY FOR NURSING

1	<b>Course name</b>	MICROBIOLOGY FOR NURSING
2	<b>Course Code</b>	MED 104ly
3	<b>Course type:</b> <b>/general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	4 UNITS
5	<b>Educational hours</b>	80 HOURS (3/1) (LEC/LAB)
6	<b>Pre-requisite requirements</b>	BIOCHEMISTRY
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:**

This course is designed to assist students in the study of important microorganisms and parasites. It explains the physiology and pathogenic properties of bacteria, fungi and viruses as an introduction to disease causation, their biology, the infections they cause, host response to these infections and their mode of transmission, prevention, treatment and nursing responsibilities. Also mentioned will be the host responses to pathogens in the form of immunity and immunoglobulins. The laboratory experiences provide specimen collection, handling and processing of specimens for isolation and





	identification of microorganisms and parasites involved in the infectious processes.
<b>Textbooks required for this Course:</b>	<p>Tortora, Gerard J., and Weber, Dderek. 2018. Microbiology: An Introduction, 13<sup>th</sup> Ed. ISBN-13: 978-0134605180; ISBN-10: 0134605187.</p> <p>Leboffe, Michael and Burton E. Pierce. 2019. Microbiology: Laboratory Theory and Application, Essentials. Morton Publishing Company. ISBN-13: 978-1640430327; ISBN-10: 1640430326.</p> <p>Microbiology for nurses  <a href="https://www.youtube.com/watch?v=vd8amGHEj84">https://www.youtube.com/watch?v=vd8amGHEj84</a></p> <p>Active and passive immunity  <a href="https://www.youtube.com/watch?v=P6ioHol-VZ4">https://www.youtube.com/watch?v=P6ioHol-VZ4</a></p> <p>Infection and modes of transmission  <a href="https://www.youtube.com/watch?v=u_nExlhyXTQ">https://www.youtube.com/watch?v=u_nExlhyXTQ</a>  <a href="https://www.youtube.com/watch?v=IVBCrziOI40">https://www.youtube.com/watch?v=IVBCrziOI40</a></p>
<b>Course Duration</b>	First Year, 2nd Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Laboratory works</li> <li>4. Mid-Term and Final Examinations</li> <li>5. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>6. White board and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and Understanding</p> <ol style="list-style-type: none"> <li>1. Distinguish various terminologies in microbial disease.</li> <li>2. Distinguish between bacteria, fungi, and viruses regarding the structure and disease produced.</li> <li>3. Identify the appearance of common bacteria under the microscope.</li> </ol> <p>G.C.2. Intellectual Skills</p> <ol style="list-style-type: none"> <li>1. Apply the knowledge acquired regarding infectious diseases to clinical situations.</li> <li>2. Utilize the knowledge in sample collection and handling the specimen in various disease conditions.</li> </ol> <p>Professional and Practical Skills</p> <ol style="list-style-type: none"> <li>1. Discuss measures that may be instituted for preventing nosocomial infections, and asepsis in the hospital.</li> <li>2. Identify the prophylactic measures including vaccinations in infectious diseases.</li> <li>3. Observe bioethical principles, core values, and standards of nursing care.</li> </ol>
<b>Course Assessments</b>	<p>Attendance and class participation (20%)</p> <p>Quizzes / Mid-Term Examination (30%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Overview of microbiology, microorganisms, nomenclature, types, classifications, and brief history.</li> <li>2. General microbiology, pathogen-host, host-pathogen, interactions, basic infectiological terminology, defenses against infection.</li> <li>3. Transmission of infection- direct and indirect transmission, sources and infection.</li> </ol>





	<p>4. Exposure prophylaxis, immunization prophylaxis, vaccination schedule, passive immunization.</p> <p>5. Principles of sterilization and disinfection.</p> <p>6. Practical disinfection in different clinical situations, immunology.</p> <p>7. Bacteriology, antibiotic therapy, laboratory diagnosis of bacterial infections.</p> <p>8. Bacteria as human pathogens: Staphylococci, Streptococci, Bacilli, Clostridium, Cornebacterum, Mycobacteria, Enterobacteria, Neisseria Vibrio Cholera, Haemophilus, Treponema, Leptospira, Chlamydia.</p> <p>9. Mycology- morphology, description. Different diseases by fungi. Virology- diseases due to viruses, polio virus, retro virus- HIV virus.</p> <p>10. Role of microbiology, common diseases affecting the organs and the causative microorganisms, infection control in hospitals.</p> <p>11. Introduction to Microbiology Laboratory.</p> <p>12. Microscope- types, parts, proper use and maintenance.</p> <p>13. Examination of microbes- staining of bacteria, simple staining, gram staining.</p> <p>14. Morphology of bacteria- cocci, bacilli, spirilla (spiral rods).#Identification of common bacteria- staphylococci, streptococci.</p> <p>15. Identification of common bacteria - Neisseria, Coryne bacteria, Clostridia, Mycobacteria, Vibrio Cholera.</p> <p>16. Identification of bacterial capsule, flagella.</p> <p>17. Identification of Fungal pathogens.</p>
<b>Session 1 (Week 1)</b> <b>Session 2 (Week 2)</b>	1. Overview of microbiology, microorganisms, nomenclature, types, classifications, and brief history.
<b>Session 3 (Week 3)</b> <b>Session 4 (Week 4)</b>	2. General microbiology, pathogen-host, host-pathogen, interactions, basic infectiological terminology, defenses against infection.
<b>Session 5 (Week 5)</b>	<p>3. Transmission of infection- direct and indirect transmission, sources and infection.</p> <p>4. Exposure prophylaxis, immunization prophylaxis, vaccination schedule, passive immunization.</p>
<b>Session 6 (Week 6)</b>	<p>5. Principles of sterilization and disinfection.</p> <p>6. Practical disinfection in different clinical situations, immunology.</p>
<b>Session 7 (Week 7)</b>	<p>7. Bacteriology, antibiotic therapy, laboratory diagnosis of bacterial infections.</p> <p>8. Bacteria as human pathogens: Staphylococci, Streptococci, Bacilli, Clostridium, Cornebacterum, Mycobacteria, Enterobacteria, Neisseria Vibrio Cholera, Haemophilus, Treponema, Leptospira, Chlamydia.</p>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<p>9. Mycology- morphology, description. Different diseases by fungi. Virology- diseases due to viruses, polio virus, retro virus- HIV virus.</p> <p>10. Role of microbiology, common diseases affecting the organs and the causative microorganisms, infection control in hospitals.</p>
<b>Session 10 (Week 10)</b>	<p>11. Introduction to Microbiology Laboratory.</p> <p>12. Microscope- types, parts, proper use and maintenance.</p>
<b>Session 11 (Week 11)</b>	13. Examination of microbes- staining of bacteria, simple staining, gram staining.
<b>Session 12 (Week 12)</b>	14. Morphology of bacteria- cocci, bacilli, spirilla (spiral rods).#Identification of common bacteria- staphylococci, streptococci.





<b>Session 13 (Week 13)</b>	15. Identification of common bacteria - Neisseria, Coryne bacteria, Clostridia, Mycobacteria, Vibrio Cholera.
<b>Session 14 (Week 14)</b>	16. Identification of bacterial capsule, flagella.
<b>Session 15 (Week 15)</b>	17. Identification of Fungal pathogens.
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## GENERAL PSYCHOLOGY

1	<b>Course name</b>	GENERAL PSYCHOLOGY
2	<b>Course Code</b>	PSYCH 100ly
3	<b>Course type:</b> <b>/general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	NONE
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH





9	<b>Date of course approval</b>	2016
<b>Brief Description:</b>	This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.	
<b>Textbooks required for this Course:</b>	<p>Myers, David G. and Nathan DeWall. 2020. Psychology. 13<sup>th</sup> Ed. SBN-13: 978-1319132101; ISBN-10: 1319132103.</p> <p>Zimbardo, Philip. 2016. Psychology: Core Concepts, Books a La Carte, 8th Ed. Pearson. ISBN-13: 978-0134191485; ISBN-10: 013419148X.</p> <p>Porter, A., 2019. Degree in A Book: Psychology: Everything You Need to Know to Master the Subject—In One Book. ISBN-13 : 978-1788883368 ISBN-10 : 1788883365</p> <p>Coon, Denise, Mitterer, John and Martini, Tanya. 2018. Introduction to Psychology: Gateways to Mind and Behavior. 15<sup>th</sup> Ed. ISBN-13 : 978-1337565691; ISBN-10: 1337565695</p> <p>Introduction to Psychology <a href="https://www.youtube.com/watch?v=vo4pMvb0R6M">https://www.youtube.com/watch?v=vo4pMvb0R6M</a></p> <p>What is psychology? <a href="https://www.youtube.com/watch?v=pQHcYw0brWs">https://www.youtube.com/watch?v=pQHcYw0brWs</a></p> <p>Human growth and development theories <a href="https://www.youtube.com/watch?v=qidnwbOhTus">https://www.youtube.com/watch?v=qidnwbOhTus</a></p> <p>Stages of human growth and development <a href="https://www.youtube.com/watch?v=9d4ODP5n8Ps">https://www.youtube.com/watch?v=9d4ODP5n8Ps</a></p> <p>3 most common psychological disorders <a href="https://www.youtube.com/watch?v=MuhTXVlq5_Q">https://www.youtube.com/watch?v=MuhTXVlq5_Q</a></p> <p>Personality disorders <a href="https://www.youtube.com/watch?v=1197x8cVcpl">https://www.youtube.com/watch?v=1197x8cVcpl</a></p>	
<b>Course Duration</b>	First Year, 2nd Semester	
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>5. White board and markers</li> </ol>	
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Define psychology, describe its goals and methods, and distinguish it from other sciences, which study human behavior.</li> <li>2. Describe the physiological and biological basis of behavior.</li> <li>3. Define the different levels of consciousness and how each affects human behavior.</li> </ol> <p>G.C.2. Intellectual Skills:</p> <ol style="list-style-type: none"> <li>1. Summarize the three major learning conditions, which consist of Classical Conditioning, Operant Conditioning, and Social Learning Theory.</li> </ol>	





	<ol style="list-style-type: none"> <li>2. Describe the memory processes in both short-term and long-term memory and discuss how they work.</li> <li>3. Define "cognition." Distinguish between images and concepts.</li> <li>4. Identify the steps used in problem solving and list its major points.</li> <li>5. Lists the determinants of intelligence and describe how to interact with individuals from the extreme IQ ranges.</li> <li>6. Define personal growth and its stages; describe how personal growth is achieved.</li> <li>7. Identify motivation and emotion. Explain the roles of stimulus, behavior, and goals in motivation.</li> <li>8. Identify the five categories in Maslow's hierarchy of emotions.</li> <li>9. Identify the four criteria for abnormal behavior.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Describe social psychology and its major contributions to the understanding of human behavior.</li> <li>2. Describe several viewpoints or psychological perspectives which are commonly found throughout the world and different cultural customs.</li> </ol> <p>GC.4. General and transferable skills</p> <ol style="list-style-type: none"> <li>1. Promote personal and professional growth.</li> <li>2. Be able to perform nursing responsibilities properly by handling life stressors and understand people's behavior better.</li> </ol>
<b>Course Assessments</b>	<p>Attendance and class participation(20%)          Quizzes/Mid-Term Examination (30%)          Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. History of Psychology</li> <li>2. Genetics</li> <li>3. Nervous System</li> <li>4. Endocrine System</li> <li>5. Brain Anatomy</li> <li>6. Sensation &amp; Thresholds</li> <li>7. Sense Organs</li> <li>8. Perception</li> <li>9. Classical Conditioning</li> <li>10. Operant Conditioning</li> <li>11. Social Learning</li> <li>12. Thinking, Intelligence, Memory</li> <li>13. Motivation, Emotion</li> <li>14. Lifespan Development</li> <li>15. Physical, Cognitive, &amp; Social Development</li> <li>16. Psychodynamic Theories</li> <li>17. Personality</li> <li>18. States of Mind</li> <li>19. Depressive &amp; Bipolar Disorders</li> <li>20. Anxiety and Obsessive-Compulsive Disorders</li> <li>21. Dissociative and Trauma/Stressor Disorders</li> <li>22. Schizophrenia Spectrum and Personality Disorders</li> <li>23. Neurodevelopment and Feeding/Eating Disorders</li> <li>24. Psychotherapy</li> </ol>





	25. Social Psychology 26. Interpersonal Attraction 27. Attributions
<b>Session 1 (Week 1)</b>	1. History of Psychology 2. Genetics 3. Nervous System 4. Endocrine System
<b>Session 2 (Week 2)</b>	5. Brain Anatomy 6. Sensation & Thresholds 7. Sense Organs 8. Perception
<b>Session 3 (Week 3)</b>	9. Classical Conditioning 10. Operant Conditioning 11. Social Learning 12. Thinking, Intelligence, Memory
<b>Session 4 (Week 4)</b>	13. Motivation, Emotion 14. Lifespan Development
<b>Session 5 (Week 5)</b>	15. Physical, Cognitive, & Social Development 16. Psychodynamic Theories
<b>Session 6 (Week 6)</b>	17. Personality 18. States of Mind
<b>Session 7 (Week 7)</b>	19. Depressive & Bipolar Disorders 20. Anxiety and Obsessive-Compulsive Disorders
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	21. Dissociative and Trauma/Stressor Disorders
<b>Session 10 (Week 10)</b>	22. Schizophrenia Spectrum and Personality Disorders
<b>Session 11 (Week 11)</b>	23. Neurodevelopment and Feeding/Eating Disorders
<b>Session 12 (Week 12)</b>	24. Psychotherapy
<b>Session 13 (Week 13)</b>	25. Social Psychology
<b>Session 14 (Week 14)</b>	26. Interpersonal Attraction
<b>Session 15 (Week 15)</b>	27. Attributions related to Psychology
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates





	have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## COMMUNICATION SKILLS 1

1	<b>Course name</b>	COMMUNICATION SKILLS 1
2	<b>Course Code</b>	LANG 102ly
3	<b>Course type:</b> <b>/general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 units
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	NONE
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2022

**Brief Description:** The course provides the students with knowledge on how to exchange ideas effectively in written communication and put into application the acquired skills. This course focuses on the development on the communication skills on reading and writing.

**Textbooks required for this Course:** McCorry, L.K. and Mason, J., 2020. Communication skills for the healthcare professional. JONES & BARTLETT PUB Incorporated. ISBN-13: 978-1284219999; ISBN-10: 1284219992.

Downes, J. 2020. Communication Skills: 6 books in 1: How to Talk to Anyone, Anxiety in Relationship, Communication in Marriage and for Couples. Improve Confidence, Persuasion, Influence and Social Skills. Kindle Edition. ISBN : 1802123296.

Allum, Virginia and McGarr, Patricia. 2010. Cambridge English for Nursing Intermediate Plus Student's Book with Audio CDs (2) (Cambridge Professional English). Cambridge University Press. ISBN-13: 978-0521141338; ISBN-10; 0521141338.





Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.

Lester, Mark and Larry Benson. 2018. McGraw-Hill Handbook of English Grammar and Usage, 3<sup>rd</sup> Ed. McGraw-Hill Education. ISBN-13: 978-1260121674; ISBN-10: 1260121674.

Wood, Thomas A.M.LL.B. 2015. Practical Grammar and Composition. Create Space Independent Publishing Platform. ISBN-13: 978-1519368751; ISBN-10: 1519368755.

Orey, Maureen. 2014. Communication Skills Training. Association for Talent Development. ISBN-13: 978-1562869656; ISBN-10: 1562869655.

McCloud, Ace. 2015. Communication Skills: Discover the Best Ways to Communicate, Be Charismatic, Use Body Language, Persuade, and Be a Great Conversationalist (Communication Language, Social Skills, Persuasion Skills). Create Space Independent Publishing Platform. ISBN-13: 978-1502711540; ISBN-10: 1502711540.

Vowel and consonant phonetics

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DU7jQ8FELblo%26feature%3Dshare%26fbclid%3DIwAR07KvrcN8K9dFzMHUZ3x6hH62aRgYq4Iya1FxxTla-RHdgYwNyFEAtHhHs&h=AT0e2mTxE\\_iqDtpThgwoOelvyzzWMyPoF1C0CABRrFzXsvVTik4WlerBZZn6jXE4vydS4CpHb2cTfFKgssOJij3iOwwlp3e3bXzNZyrZdggOqxMAuW1qqBp4qdlrAyzlbq4](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DU7jQ8FELblo%26feature%3Dshare%26fbclid%3DIwAR07KvrcN8K9dFzMHUZ3x6hH62aRgYq4Iya1FxxTla-RHdgYwNyFEAtHhHs&h=AT0e2mTxE_iqDtpThgwoOelvyzzWMyPoF1C0CABRrFzXsvVTik4WlerBZZn6jXE4vydS4CpHb2cTfFKgssOJij3iOwwlp3e3bXzNZyrZdggOqxMAuW1qqBp4qdlrAyzlbq4)

Introduce Self

[https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DJZK1MzwUyUU%26feature%3Dshare%26fbclid%3DIwAR18JpDWefO-XBIs1zCPqXAVoheqOUtlS-y-v4G02N1UNI9Rf68tinT42Hw&h=AT0e2mTxE\\_iqDtpThgwoOelvyzzWMyPoF1C0CABRrFzXsvVTik4WlerBZZn6jXE4vydS4CpHb2cTfFKgssOJij3iOwwlp3e3bXzNZyrZdggOqxMAuW1qqBp4qdlrAyzlbq4](https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutube.com%2Fwatch%3Fv%3DJZK1MzwUyUU%26feature%3Dshare%26fbclid%3DIwAR18JpDWefO-XBIs1zCPqXAVoheqOUtlS-y-v4G02N1UNI9Rf68tinT42Hw&h=AT0e2mTxE_iqDtpThgwoOelvyzzWMyPoF1C0CABRrFzXsvVTik4WlerBZZn6jXE4vydS4CpHb2cTfFKgssOJij3iOwwlp3e3bXzNZyrZdggOqxMAuW1qqBp4qdlrAyzlbq4)

Essay writing

<https://www.englishgrammar.org/category/essay-writing/>

Reading for beginners

[https://youtu.be/ycPaP\\_aONjE](https://youtu.be/ycPaP_aONjE)

**Course Duration**

**First Year, 2<sup>nd</sup> Semester**

**Delivery**

1. Classroom Discussion/Recitation
2. Essay Writing/Hand-outs/Sheets
3. Quiz, Mid-Term and Final Examinations
4. LCD projector, laptop, and speakers (PPT and video presentation)
5. Whiteboard and markers

**Course Objectives:**

- G.C.1. Knowledge and understanding:
1. Know how to write the correct letters and words.
  2. Understand the importance of speaking in communication.





	<p>3. Create simple words from the situations ask.</p> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Identify the correct grammar on the speaking activities.</li> <li>2. Identify the correct usage of words on their speaking skills.</li> <li>3. Develop self-confidence on the reading activities</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Understand and accomplish assigned activities.</li> <li>2. Read with appreciation and expression on correct usage of words used.</li> <li>3. Discuss the assigned activities.</li> </ol> <p>G.C.4. General and transferable skills</p> <ol style="list-style-type: none"> <li>1. Correct communication skills on writing and speaking abilities</li> </ol>
<b>Course Assessments</b>	<p>Attendance (15%)</p> <p>Quiz/Mid-Term Examination (20%)</p> <p>Oral Presentation (15%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Introduction: know each other activities</li> <li>2. Presentation of Communication Skills</li> <li>3. Writing Activities</li> <li>4. Vowel letters: Writing activities Exercises</li> <li>5. Reading Activities: Group and Individual Reading</li> <li>6. Consonant letters and words writing activity</li> <li>7. Application: writing activity on parts of speech</li> <li>8. Reading and Writing Test</li> </ol>
<b>Session1(Week 1)</b>	<ol style="list-style-type: none"> <li>1. Orientation to the subject.</li> <li>2. Introduction: know each other activities</li> </ol>
<b>Session2(Week 2)</b>	1. Presentation of communication skills
<b>Session3-4(Week 3-4)</b>	1. Writing activities
<b>Session 5 (Week 5)</b>	1 Vowel letters: Writing activities Exercises
<b>Session 6 (Week 6)</b>	Reading Activities: Group and Individual Reading
<b>Session 7 (Week 7)</b>	Reading Activities: Group and Individual Reading Review and recap of lectures of session 1-5
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Consonant letters and words writing activity
<b>Session 10 (Week 10)</b>	Consonant letters and words writing activity
<b>Session 11 (Week 11)</b>	Application: writing activity on parts of speech
<b>Session 12 (Week 12)</b>	Application: writing activity on parts of speech
<b>Session 13 (Week 13)</b>	Reading and Writing Practice
<b>Session 14 (Week 14)</b>	Reading and Writing Test
<b>Session 15 (Week 15)</b>	Review and recap of lectures
<b>Session 16 (Week 16)</b>	Final Exam





<b>Attendance Expectations</b>	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## PATHOPHYSIOLOGY

1	<b>Course name</b>	PATHOPHYSIOLOGY
2	<b>Course Code</b>	MED 201LY
3	<b>Course type: /general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	ANATOMY AND PHYSIOLOGY
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016





<b>Brief Description:</b>	This course introduces the nursing student to the pathophysiology in the normal body functioning in individuals across the life span, including assessment and analysis objective and subjective manifestations of common health problems resulting from environmental, genetic and stress-related maladaptations. Different diagnostic assessment procedures are discussed for each disease process. Alternative medical and pharmacological management is briefly discussed for selected disease process, and related nursing implications are explored.
<b>Textbooks required for this Course:</b>	<p>Banasik, J.L. 2021. Pathophysiology 7th Ed. ISBN-13: 978-0323761550; ISBN-10: 0323761550.</p> <p>Capriotti, T. 2020. Davis Advantage for Pathophysiology: Introductory Concepts and Clinical Perspectives 2<sup>nd</sup> Ed. ISBN-13: 978-0803694118; ISBN-10: 0803694113.</p> <p>Story, L., 2020. Pathophysiology: A practical approach. 4<sup>th</sup> Ed. Jones &amp; Bartlett Publishers. ISBN-13: 978-1284205435; ISBN-10: 1284205436.</p> <p>Huether, Sue E. And Kathryn L. McCance. 2019. Understanding Pathophysiology, 7<sup>th</sup> Ed Mosby. ISBN-13: 978-0323639088; ISBN-10: 0323639089.</p> <p>Banasik, Jacquelyn L. 2018. Pathophysiology 6<sup>th</sup> Ed. ISBN-13: 978-0323354813; ISBN-10: 9780323354813.</p> <p>Stress Response of the Body  <a href="https://www.youtube.com/watch?v=rj6u2SldEeg">https://www.youtube.com/watch?v=rj6u2SldEeg</a></p> <p>Cellular Aberration  <a href="https://www.youtube.com/watch?v=SGaQ0WwZ_0I">https://www.youtube.com/watch?v=SGaQ0WwZ_0I</a></p> <p>Hematological Disorder  <a href="https://www.youtube.com/watch?v=UxtH-2wnGEI">https://www.youtube.com/watch?v=UxtH-2wnGEI</a></p> <p>Cardiovascular Disorder  <a href="https://www.youtube.com/watch?v=vYnreB1duro">https://www.youtube.com/watch?v=vYnreB1duro</a></p> <p>Pulmonary Diseases  <a href="https://www.youtube.com/watch?v=-oHlcuS7AeU">https://www.youtube.com/watch?v=-oHlcuS7AeU</a></p> <p>Renal Disorders  <a href="https://www.youtube.com/watch?v=UTPaHv1-wN4">https://www.youtube.com/watch?v=UTPaHv1-wN4</a></p> <p>Fluid and Electrolyte Imbalances  <a href="https://www.youtube.com/watch?v=-PaHC8fleO0">https://www.youtube.com/watch?v=-PaHC8fleO0</a></p> <p>Endocrine Systems Disorders  <a href="https://www.youtube.com/watch?v=v5QJggzqR20">https://www.youtube.com/watch?v=v5QJggzqR20</a></p> <p>Gastrointestinal Disorder  <a href="https://www.youtube.com/watch?v=IE0irF3BdOY">https://www.youtube.com/watch?v=IE0irF3BdOY</a></p> <p>Neurological Disorder  <a href="https://www.youtube.com/watch?v=zLGixLuyLTA">https://www.youtube.com/watch?v=zLGixLuyLTA</a></p> <p>Musculoskeletal Disorder  <a href="https://www.youtube.com/watch?v=qay2m6dSqWY">https://www.youtube.com/watch?v=qay2m6dSqWY</a></p>
<b>Course Duration</b>	2 <sup>nd</sup> Year, 1 <sup>st</sup> Semester





<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion</li> <li>2. Quizzes</li> <li>3. Case Study</li> <li>4. Graded Recitation</li> <li>5. Mid-Term and Final Examinations</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Describe abnormal physiologic processes associated with common disease processes.</li> <li>2. Differentiate normal and abnormal physiological findings and manifestations.</li> <li>3. Describe common physiologic stressors and human adaptive and maladaptive responses.</li> <li>4. Explain age-related differences in physiologic and pathophysiologic processes and their clinical manifestations</li> </ol> <p>G.C.2. Intellectual Skills:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge synthesized from nursing science to evidence-based nursing care delivery.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>2. Apply knowledge of leadership theory and demonstrate leadership behaviors that complement particular situations.</li> <li>3. Apply ethical standards of nursing in all situations with respect for the law, the profession, patients, and themselves.</li> </ol> <p>G.C.4. General transferable skills:  Demonstrate caring attitudes and behaviors as they carry out the work of professional nursing with the understanding of human development, the goal of preserving dignity, and aspirations of promoting health and wellness for individuals, patients, and themselves.</p>
<b>Course Assessments</b>	Attendance (20%) Quizzes/Mid-Term Examination (30%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Cell Mechanisms of Self-Defense: Stress</li> <li>2. Alterations in Genetics Cancer</li> <li>3. Alterations in the Hematologic System</li> <li>4. Alterations in the Pulmonary System</li> <li>5. Alterations in the Cardiovascular System</li> <li>6. Alterations in the Cardiovascular System</li> <li>7. Alterations in the Renal System</li> <li>8. Alterations in Fluids/Electrolytes &amp; Acid Base</li> <li>9. Alterations in the Endocrine system</li> <li>10. Alterations in the Digestive system</li> <li>11. Alterations in the Neurologic System</li> <li>12. Alterations in the Musculoskeletal System</li> </ol>
<b>Session 1 (Week 1)</b>	Orientation of the subject Cell Mechanisms of Self-Defense: Stress
<b>Session 2 (Week 2)</b>	Alterations in Genetics Cancer
<b>Session 3 (Week 3)</b>	Alterations in the Hematologic System
<b>Session 4 (Week 4)</b>	Alterations in the Pulmonary System
<b>Session 5-6 (Week 5-6)</b>	Alterations in the Cardiovascular System
<b>Session 7 (Week 7)</b>	Review and recap of lectures from session 1-6





<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Alterations in the Renal System
<b>Session 10 (Week 10)</b>	Alterations in Fluids/Electrolytes & Acid Base
<b>Session 11 (Week 11)</b>	Alterations in the Endocrine system
<b>Session 12 (Week 12)</b>	Alterations in the Digestive system
<b>Session 13 (Week 13)</b>	Alterations in the Neurologic System
<b>Session 14 (Week 14)</b>	Alterations in the Musculoskeletal System
<b>Session 15 (Week 15)</b>	Review and recap of lectures from session 9-14
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## PHARMACOLOGY

1	<b>Course name</b>	PHARMACOLOGY
2	<b>Course Code</b>	MED 202LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS





6	<b>Pre-requisite requirements</b>	NONE
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:**

This course deals with pharmacodynamics, pharmacokinetics, clinical/therapeutic uses and toxicology of drugs. Emphasis is given on how a drug works, to anticipate when giving a drug to a patient are of paramount importance since nursing responsibilities include administering drugs, assessing drug effects, intervening to make a drug more tolerable, and providing teaching about drugs and the drug regimen.

**Textbooks required for this Course:**

Lilley, L.L., Shelly Rainforth Collins, P., Snyder, J.S. and Rn-BC, M., 2022. 10<sup>TH</sup> Ed. Pharmacology and the nursing process E-Book. Elsevier Health Sciences. ISBN-13: 978-0323827973; ISBN-10: 0323827977.

McCustion, L.E., Yeager, J.J., Aprn, P.R., Winton, M.B., Acanp-BC, P.R., Dimaggio, K. and Msn, R.N., 2022. Pharmacology E-Book: A Patient-Centered Nursing Process Approach. 11<sup>th</sup> Ed. Elsevier Health Sciences.

Open, R.N. 2020. Nursing Pharmacology. XanEdu Publishing Inc . ISBN-13: 978-1734914115; ISBN-10: 1734914114.

Karch, A.M., 2019. Focus on nursing pharmacology. 8<sup>th</sup> Ed. Lippincott Williams & Wilkins. ISBN-13: 978-1975100964; ISBN-10: 1975100964.

Lilley, L.L., Snyder, J.S. and Shelly Rainforth Collins. 2019. Study Guide for Pharmacology and the Nursing Process. Mosby, 9th Ed. ISBN-13: 978-0323594370; ISBN-10: 0323594379.

How to study nursing pharmacology

[https://www.youtube.com/watch?v=KGCxR\\_a9694](https://www.youtube.com/watch?v=KGCxR_a9694)

Nursing pharmacology made easy

<https://www.youtube.com/watch?v=Z37UviMBXfk>

Medication calculation made easy

<https://www.youtube.com/watch?v=ndtXW8ZkWHU>

Cardiac and Antihypertensive pharmacology

<https://www.youtube.com/watch?v=WzSLKk4d50g>

Types of IV Fluid

<https://www.youtube.com/watch?v=KKKdG9g7OeM>

Labor and Delivery Pharmacology

<https://www.youtube.com/watch?v=4-tPG-yR3jU>

Psychiatric medications

<https://www.youtube.com/watch?v=GAdiqTHSzZM>

Pharmacology gastrointestinal

<http://www.youtube.com/watch?v=OZnLrOCBVMl>

Pharmacology respiratory





	<a href="https://www.youtube.com/watch?v=SKGJsGOFBMI">https://www.youtube.com/watch?v=SKGJsGOFBMI</a> Pharmacology neurologic <a href="https://www.youtube.com/watch?v=CFUFHcJy3QY">https://www.youtube.com/watch?v=CFUFHcJy3QY</a> Pharmacology blood (anticoagulants, blood thinners) <a href="https://www.youtube.com/watch?v=I9vz1WFr0g">https://www.youtube.com/watch?v=I9vz1WFr0g</a> Pharmacology diuretic (renal) <a href="https://www.youtube.com/watch?v=Rg5tV8l1Es8">https://www.youtube.com/watch?v=Rg5tV8l1Es8</a> Pharmacology antibiotics <a href="https://www.youtube.com/watch?v=cwI84rwyYeQ">https://www.youtube.com/watch?v=cwI84rwyYeQ</a> Pharmacology analgesics <a href="https://www.youtube.com/watch?v=Ml-O8uiX0no">https://www.youtube.com/watch?v=Ml-O8uiX0no</a>
<b>Course Duration</b>	2 <sup>nd</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitation</li> <li>2. Essay Writing/Hand-outs/Sheets</li> <li>3. Quiz, Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Apply concept and principles of pharmacology to ensure the safe and proper use of drugs.</li> <li>2. Explain the action, therapeutic use, preparation, dosage, mode of administration of selected drugs.</li> <li>3. State precautionary measures to be observed in the administration of selected drugs.</li> <li>4. Discuss the role and responsibility of the nurse in pharmacology.</li> <li>5. Discuss the different classification of drugs.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Assess the medication.</li> <li>2. Assess the client condition and the purpose of medication.</li> <li>3. Assess the ten rights of medication administration.</li> <li>4. Assess for expected and unexpected effects of pharmacological therapy</li> <li>5. Identify the adverse effects and contraindications to medications.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Prevent errors of medication administration.</li> <li>2. Maintain client rights</li> <li>3. Interact therapeutically with the client and family.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Develop positive and interested attitudes towards Pharmacology Nursing.</li> <li>2. Utilize critical thinking process and problem solving skills in the process of Pharmacology Nursing.</li> </ol>
<b>Course Assessments</b>	Attendance (30%) Quizzes/Mid-Term Examination (20%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Introduction to Nursing Pharmacology</li> <li>2. Medication Administration</li> <li>3. Types of Medication Orders</li> <li>4. Therapeutic Action of Drugs</li> </ol>





	<ul style="list-style-type: none"> <li>5. Effects of Drugs</li> <li>6. Drugs, Side effects, and nursing intervention and Drug Computation</li> <li>7. Dosage Calculations</li> <li>8. IVF Computations</li> <li>9. Classification of Drugs</li> <li>10. Antimicrobial Medications</li> <li>11. Respiratory Medications</li> <li>12. Cardiovascular Medications</li> <li>13. Gastrointestinal Medications</li> <li>14. Neurologic Medications</li> <li>15. Analgesics and Antipyretics; Anesthetics</li> <li>16. Diuretics and Antihypertensive medications</li> <li>17. Emetics and Antiemetics</li> <li>18. Laxatives and Antidiarrheals</li> <li>19. Uterine Relaxants, Uterine Stimulants</li> <li>20. Antibiotics</li> </ul>
<b>Session 1 (Week 1)</b>	Introduction to Nursing Pharmacology Medication Administration Types of Medication Orders
<b>Session 2 (Week 2)</b>	Therapeutic Action of Drugs Effects of Drugs Drugs, Side effects, and nursing intervention and Drug Computation
<b>Session 3 (Week 3)</b>	Dosage Calculations IVF Computations
<b>Session 4 (Week 4)</b>	Classification of Drugs Antimicrobial Medications
<b>Session 5 (Week 5)</b>	Respiratory Medications
<b>Session 6 (Week 6)</b>	Gastrointestinal Medications
<b>Session 7 (Week 7)</b>	Review and recap of lectures from session 1-6
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Neurologic Medications
<b>Session 10 (Week 10)</b>	Cardiac Medications
<b>Session 11 (Week 11)</b>	Analgesics and Antipyretics; Anesthetics
<b>Session 12 (Week 12)</b>	Diuretics and Antihypertensive medications
<b>Session 13 (Week 13)</b>	Antibiotics
<b>Session 14 (Week 14)</b>	Emetics and Antiemetic
<b>Session 15 (Week 15)</b>	Uterine Relaxants, Uterine Stimulants Review and recap of lecture from session 9-15
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ul style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> </ul>

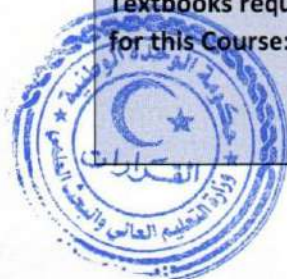




	5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## NUTRITION

1	<b>Course name</b>	NUTRITION
2	<b>Course Code</b>	MED 203LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	NONE
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016
	<b>Brief Description:</b>	The course is designed to understand the basic concept and importance of nutrition in the field of nursing. Its significance will benefit the student nurses to determine the proper distribution of nutrients both for healthy and unhealthy individuals. The course will also help the student nurses to identify appropriate food requirements among different individuals from childhood to elderly including common diseases such as diabetes mellitus and cardiovascular disorders.
	<b>Textbooks required for this Course:</b>	Dudek, Susan G. 2021. Nutrition Essentials for Nursing Practice. Lippincott Williams and Wilkins, 9 <sup>th</sup> Ed. ISBN-13: 978-1975161125; ISBN-10: 1975161122.  Rolfes, Sharon Rady, 2021. Understanding nutrition. 16th Ed. ISBN-13: 978-





	<p>0357447512; ISBN-10: 0357447514.</p> <p>Grodner, Michele, Sylvia Escott-Stump and Suzanne Dorner. 2019. Nutritional Foundations and Clinical Applications: A Nursing Approach. Mosby, 7<sup>th</sup> Ed. ISBN-13: 978-0323544900; ISBN-10: 0323544908.</p> <p>Whitney, Noss Eleanor and Sharon Rady Rolfes. 2018. Understanding Nutrition: Dietary Guidelines Update. Cengage Learning, 14<sup>th</sup> Ed. ISBN-13: 978-1337276092; ISBN-10: 133727609X.</p> <p>Introduction: Overview Nursing  <a href="https://www.youtube.com/watch?v=TIXZeu0kjFY">https://www.youtube.com/watch?v=TIXZeu0kjFY</a></p> <p>Macronutrients: Carbohydrates, Lipids, and Proteins  <a href="https://www.youtube.com/watch?v=VLUyLeQIP4s">https://www.youtube.com/watch?v=VLUyLeQIP4s</a></p> <p>Fat Soluble Vitamins  <a href="https://www.youtube.com/watch?v=QcsiBH_j2MA">https://www.youtube.com/watch?v=QcsiBH_j2MA</a></p> <p>Water Soluble Vitamins  <a href="https://www.youtube.com/watch?v=ZobeNaoTCrI">https://www.youtube.com/watch?v=ZobeNaoTCrI</a></p> <p>Micronutrients  <a href="https://www.youtube.com/watch?v=09orKVRxiPo">https://www.youtube.com/watch?v=09orKVRxiPo</a></p>
<b>Course Duration</b>	2 <sup>nd</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitation</li> <li>2. Essay Writing/Hand-outs/Sheets</li> <li>3. Quiz, Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Identify basic knowledge on principles of Nutrition</li> <li>2. Define different terminologies concerning Nutrition</li> <li>3. Utilize knowledge of diet therapy in assisting clients needing dietary modifications</li> <li>4. Identify nutritional needs of the body</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Discuss effect of food components on health and performance of people</li> <li>2. Analyze the nutritive value of food elements</li> <li>3. Calculate daily requirements of different nutrients for individuals in different age group</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Apply health measures related to level of prevention according to individual and community health needs.</li> </ol> <p>G.C.4. General and transferable skills:  Formulate food for healthy and sick persons</p>
<b>Course Assessments</b>	Attendance (20%) Quizzes/Mid-Term Examination (30%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Introduction to Nutrition</li> <li>2. Definition of Terms</li> <li>3. Role of food and health in nutrition</li> </ol>





- 4. Variables affecting an individual's calorie needs
- 5. Classification of Nutrients
- 6. Nutrients Six Essential
- a. Carbohydrates
  - i. Sources
  - ii. Functions
  - iii. Deficiencies /overdose
- b. Protein
  - i. Sources
  - ii. Functions
  - iii. Deficiencies
- c. Fats
  - i. Sources
  - ii. Functions
  - iii. Deficiency /overdose
- d. Vitamins
  - i. Water soluble
    - 1. Sources
  - ii. Fat soluble
    - 1. Sources
  - iii. Deficiencies
- e. Water
  - i. Function
- f. Minerals
  - i. Classification –macro & micro
- g. Common minerals
  - i. Functions and sources
- 7. Nutrition throughout the lifespan
- 8. Pregnancy
  - a. Concern during pregnancy and intervention/management
- 9. Lactation
  - a. Benefits of breast feeding
  - b. Nutritional benefits
  - c. Immunologic benefits
  - d. Developmental benefits
  - e. Physiologic benefits for the Mother
  - f. Recommended diet
- 10. Infancy
  - a. Infant Nutritional requirements
  - b. Infant nutritional pattern
  - c. Recommended diet
  - d. Special nutritional needs for premature infants
- 11. Pre-Schoolers and Schoolers
  - a. Kcal and Nutritional needs for young children
- 12. Adolescents
  - a. Nutrient needs
  - b. Problems related to nutrition
  - c. Intervention/management



	<p>13. Nutrition for athlete</p> <p>a. Recommended diet</p> <p>14. Adulthood</p> <p>Divided into three periods</p> <p>a. Early adult</p> <p>b. Middle adult</p> <p>c. Late adult</p> <p>15. Nutrition and chronic diseases common to senior citizens</p> <p>Treatment and interventions</p>
<b>Session 1 (Week 1)</b>	<p>Orientation to subject</p> <p>Introduction to Nutrition</p> <p>Definition of Terms</p> <p>Role of food and health in nutrition</p> <p>Variables affecting an individual's calorie needs</p>
<b>Session 2 (Week 2)</b>	<p>Classification of Nutrients</p> <p>Nutrients Six Essential</p> <ol style="list-style-type: none"> <li>1. Carbohydrates</li> <li>2. Sources</li> <li>3. Functions</li> <li>4. Deficiencies /overdose</li> </ol>
<b>Session 3 (Week 3)</b>	<p>Protein</p> <ol style="list-style-type: none"> <li>1. Sources</li> <li>2. Functions</li> <li>3. Deficiencies/ overdose</li> </ol>
<b>Session 4 (Week 4)</b>	<p>Fats</p> <ol style="list-style-type: none"> <li>1. Sources</li> <li>2. Functions</li> <li>3. Deficiency /overdose</li> </ol>
<b>Session 5 (Week 5)</b>	<p>Vitamins</p> <p>a. Water soluble</p> <ol style="list-style-type: none"> <li>1. Sources/Function/Deficiencies/overdose</li> </ol> <p>b. Fat soluble</p> <ol style="list-style-type: none"> <li>1. Sources/Function/Deficiencies/overdose</li> </ol>
<b>Session 6 (Week 6)</b>	<p>Water</p> <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Deficiency/overdose</li> </ol> <p>Minerals</p> <ol style="list-style-type: none"> <li>1. Classification –macro &amp; micro</li> <li>2. Common minerals</li> <li>3. Functions and sources</li> </ol>
<b>Session 7 (Week 7)</b>	Review and recap of lectures from session 1-6
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<p>Nutrition throughout the lifespan</p> <p>Pregnancy</p> <ol style="list-style-type: none"> <li>1. Concern during pregnancy and intervention/management</li> <li>2. Recommended Diet</li> </ol>
<b>Session 10 (Week 10)</b>	<p>Lactation</p> <ol style="list-style-type: none"> <li>1. Benefits of breast feeding</li> <li>2. Nutritional benefits</li> </ol>





	<ol style="list-style-type: none"> <li>3. Immunologic benefits</li> <li>4. Developmental benefits</li> <li>5. Physiologic benefits for the Mother</li> <li>6. Recommended diet</li> </ol>
<b>Session 11 (Week 11)</b>	<p>Infancy</p> <ol style="list-style-type: none"> <li>1. Infant Nutritional requirements</li> <li>2. Infant nutritional pattern</li> <li>3. Recommended diet</li> <li>4. Special nutritional needs for premature infants</li> </ol>
<b>Session 12 (Week 12)</b>	<p>Pre-Schoolers and Schoolers</p> <ol style="list-style-type: none"> <li>1. Kcal and Nutritional needs for young children</li> <li>2. Common nutrition problems</li> </ol> <p>Adolescents</p> <ol style="list-style-type: none"> <li>1. Nutrient needs</li> <li>2. Common nutrition problems</li> </ol>
<b>Session 13 (Week 13)</b>	<p>Problems related to nutrition Intervention/management Nutrition for athlete</p>
<b>Session 14 (Week 14)</b>	<p>Adulthood</p> <ol style="list-style-type: none"> <li>a. Early adult</li> <li>b. Middle adult</li> <li>c. Late adult</li> </ol> <p>Nutrition and chronic diseases common to senior citizens. Treatment and interventions</p>
<b>Session 15 (Week 15)</b>	Review and recap of lectures from session 9-15
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.





## ENGLISH LANGUAGE 2

1	Course name	ENGLISH LANGUAGE 2
2	Course Code	LANG 201ly
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS (LECTURE)
6	Pre-requisite requirements	ENGLISH 1
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

<b>Brief Description:</b>	This course deals with adjective, adverb, conjunction, interjections. The course develops the learner to be more competent in both oral and written communications. It equips the learner with the four basic languages such as listening, reading, speaking and writing.
<b>Textbooks required for this Course:</b>	<p>Kahn, L. and Valijärvi, R.L., 2021. West Greenlandic: an essential grammar. 1<sup>st</sup> Ed. Routledge. ISBN-13: 978-1138063709; ISBN-10: 1138063703.</p> <p>Sullivan, N.M., 2020. Essential Grammar for Today's Writers, Students, and Teachers. 2<sup>ND</sup> Ed. Routledge. ISBN-13: 978-0367148683; ISBN-10: 0367148684.</p> <p>Lester, Mark and Larry Benson. 2018. McGraw-Hill Handbook of English Grammar and Usage, 3<sup>rd</sup> Ed. McGraw-Hill Education. ISBN-13: 978-1260121674; ISBN-10: 1260121674.</p> <p>Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.</p> <p>Wood, Thomas A.M.LL.B. 2015. Practical Grammar and Composition. Create Space Independent Publishing Platform. ISBN-13: 978-1519368751; ISBN-10: 1519368755.</p> <p>Adjectives  <a href="https://www.youtube.com/watch?v=9KahrriydQQ">https://www.youtube.com/watch?v=9KahrriydQQ</a>            Comparative and superlative adjectives  <a href="https://www.youtube.com/watch?v=pJLJ8eE5u6Q">https://www.youtube.com/watch?v=pJLJ8eE5u6Q</a>  <a href="https://www.youtube.com/watch?v=itBnOcedQ2c">https://www.youtube.com/watch?v=itBnOcedQ2c</a></p>





	<p>Adverbs  <a href="https://www.youtube.com/watch?v=L0USJe44yS4">https://www.youtube.com/watch?v=L0USJe44yS4</a>  <a href="https://www.youtube.com/watch?v=n0fuame4hSQ">https://www.youtube.com/watch?v=n0fuame4hSQ</a></p> <p>Preposition  <a href="https://www.youtube.com/watch?v=XzkbcWh8s4w">https://www.youtube.com/watch?v=XzkbcWh8s4w</a>  <a href="https://www.youtube.com/watch?v=jbKuoUjg69A">https://www.youtube.com/watch?v=jbKuoUjg69A</a></p>
<b>Course Duration</b>	2nd Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitation</li> <li>2. Essay Writing/Hand-outs/Sheets</li> <li>3. Quiz, Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Know the importance of adjective, adverb in a situational article in nursing.</li> <li>2. Define medical terms.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Specify the differences of adjective and adverb in a situational articles.</li> <li>2. Identify the adjective and adverb in a given medical articles.</li> <li>3. Apply the medical terms from adjective and adjective</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Discuss the importance of adjective and adverbs.</li> <li>2. Identify the adverb and adjective in a given sentences.</li> <li>3. Observe proper usage of adjective and adverb in a given medical articles.</li> </ol> <p>G.C.4. General and transferable skills</p> <ol style="list-style-type: none"> <li>1. Promote personal and professional growth</li> <li>2. Enhanced written communication skills</li> </ol>
<b>Course Assessments</b>	<p>Attendance/ Class participation (15%)</p> <p>Quiz/Mid-Term Examination (20%)</p> <p>Written Activity (15%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Adjective</li> <li>2. Comparative and superlative adjective</li> <li>3. More and most</li> <li>4. Adverb</li> <li>5. Types of adverb</li> <li>6. Prepositions</li> <li>7. Proper usage of adverb and adjective</li> </ol>
<b>Session 1 (Week 1)</b>	Adjective
<b>Session 2 (Week 2)</b>	Adjective
<b>Session 3 (Week 3)</b>	Practice activity
<b>Session 4 (Week 4)</b>	Comparative and superlative adjective
<b>Session 5 (Week 5)</b>	Comparative and superlative adjective
<b>Session 6 (Week 6)</b>	More and most
<b>Session 7 (Week 7)</b>	Practice activity Review and recap from session 1-6





<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Adverb
<b>Session 10 (Week 10)</b>	Adverb
<b>Session 11 (Week 11)</b>	Adverb
<b>Session 12 (Week 12)</b>	Adverb
<b>Session 13 (Week 13)</b>	Preposition
<b>Session 14 (Week 14)</b>	Preposition
<b>Session 15 (Week 15)</b>	Practice activity Review and recap of lectures from session 9-15
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## MATERNITY NURSING

1	<b>Course name</b>	MATERNITY NURSING
2	<b>Course Code</b>	NURS 201ly
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	4 UNITS
5	<b>Educational hours</b>	64 HOURS





6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:** This course deals with the concept principles and techniques of caring for the normal pregnant mothers, and the application of principles and concepts on family and family health nursing process and pre- existing health problems of pregnant women and the changes during intra partum and post-partum periods and their nursing care management.

**Textbooks required for this Course:**

Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15<sup>th</sup> Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.

McKinney, E.S., James, S.R., Murray, S.S., Nelson, K. and Ashwill, J., 2021. Maternal-child nursing-e-book. 6<sup>th</sup> Ed. Elsevier Health Sciences. ISBN-13: 978-0323697880; ISBN-10: 0323697887.

Ricci, Susan, Kyle, T. and Carman, S. 2020. Maternity and Pediatric Nursing. 4<sup>th</sup> Ed. ISBN-13: 978-1975139766; ISBN-10: 1975139763.

Verklan, M. Terese, Marlene Walden, and Sharron Forest, eds. 2020. Core curriculum for neonatal intensive care nursing e-book. Elsevier Health Sciences. ISBN-13: 978-0323554190; ISBN-10: 0323554199.

O'Meara, Amy., 2018. Maternity, Newborn, and Women's Health Nursing: A Case-based Approach. Lippincott Williams & Wilkins. ISBN-13: 978-1496368218; ISBN-10: 1496368215.

Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., Wilson, D., Alden, K.R. and Cashion, M.C., 2017. Maternal child nursing care-E-Book. Elsevier Health Sciences. ISBN-13: 978-0323549387; ISBN-10: 0323549381.

Lowdermilk, Deitra Leonard, Hockenberry, M.J., Perry, S.E., and Wilson, D., 2017. 6<sup>th</sup> Ed. Mosby Publisher. ISBN-13: 978-0323549387; ISBN-10: 9780323549387.

Menstrual cycle  
[https://www.youtube.com/watch?v=IVPQ\\_w7ZUTA](https://www.youtube.com/watch?v=IVPQ_w7ZUTA)

Fertilization  
<https://www.youtube.com/watch?v=fMsPakRvBuM>

Pregnancy to birth animation  
<https://www.youtube.com/watch?v=izOa3-AX8zQ>

Signs and symptoms of pregnancy  
[https://www.youtube.com/watch?v=Xoh\\_elhMQVc](https://www.youtube.com/watch?v=Xoh_elhMQVc)

Obstetric scoring  
<https://www.youtube.com/watch?v=i7RwqnLhGEE>

Stages of labor  
<https://www.youtube.com/watch?v=uMmbpbpmDes>





	<p>Labor and delivery animation  <a href="https://www.youtube.com/watch?v=dYu-0rOnLpA">https://www.youtube.com/watch?v=dYu-0rOnLpA</a></p> <p>Fetal circulation  <a href="https://www.youtube.com/watch?v=ElfCa0OUbPA">https://www.youtube.com/watch?v=ElfCa0OUbPA</a></p>
<b>Course Duration</b>	2 <sup>nd</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitation</li> <li>2. Essay Writing/Hand-outs/Sheets</li> <li>3. Quiz, Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Utilize the nursing process in the holistic care of client for the promotion and maintenance of health.</li> <li>2. Assess with the client his/her health condition and risk factors affecting health</li> <li>3. Plan with client appropriate interventions for health promotion and maintenance of health</li> <li>4. Implement with client appropriate interventions for health promotion and health maintenance taking into consideration relevant principles and techniques.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Describe medical and nursing management for the patient with Pre gestational condition.</li> <li>2. Discuss the signs and symptoms, management, and nursing care</li> <li>3. Danger signs of pregnancy</li> <li>4. Use the nursing process as a framework for care of the patient in addressing the needs and discomforts.</li> <li>5. Describe indications for a screening test and laboratory test.</li> </ol> <p>G.C.3. Professional and practical skills:  Compare nursing interventions indicated for the patient with danger signs of pregnancy like ectopic pregnancy, RH</p> <ol style="list-style-type: none"> <li>1. Develop a teaching plan for prenatal exercises</li> <li>2. Describe the diagnostic tests used to detect problems in pregnancy.</li> <li>3. Use the nursing process as a framework for care of the patient with</li> <li>4. Pre gestational condition..</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Discuss nursing assessment of the male reproductive system and</li> <li>2. Identify diagnostic tests that complement assessment</li> <li>3. Discuss the causes and management of teratogens and their effects.</li> <li>4. Describe the various conditions placenta previa, abortions including pathophysiology, clinical manifestations, and management</li> </ol>
<b>Course Assessments</b>	<p>Attendance and class participation (20%)</p> <p>Quiz/Mid-Term Examination (30%)</p> <p>Finals (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<p>Orientation of the subject</p> <p>Review of the reproductive System of male and female organ (internal and external structure)</p> <p>Physiology of menstrual cycle</p>





Ovarian Cycle  
 Menstrual Cycle problems  
 Family planning  
 Process of conception  
 Signs and symptoms of pregnancy
 

- Presumptive
- Probable
- Positive

 Maternal and fetal circulation.  
 Mile stone of fetal development  
 Normal changes during pregnancy (physical and psychological)
 

- 1<sup>st</sup> trimester
- 2<sup>nd</sup> trimester
- 3<sup>rd</sup> trimester

 Antepartum Care  
 LMP, EDC, Naegele's Rule, Haase's Rule, McDonald's Rule, Bartholomew's Rule, ANC visits, GPTAL  
 Antenatal Health Education  
 Weight gain, nutrition, rest, exercise, teratogens, danger signs  
 Danger signs of pregnancy.
 

- Vaginal bleeding/ spotting
- Persistent vomiting
- Chills and fever
- Sudden escape of fluid from the vagina
- Epigastric or abdominal pain
- Decreased fetal movement
- Severe headache
- Swollen face and hands
- Blurring of vision

 Discomforts during pregnancy
 

- Breast tenderness
- Itching of the palm
- Constipation
- Fatigue
- Muscle cramps
- Hypotension
- Backache
- SOB/DOB
- ankle edema
- varicosities

 Leopold's Maneuver  
 Assessment of fetal well-being  
 Labor and Delivery  
 True labor vs. false labor  
 Cardinal movements  
 Stages of labor
 

- Management
- Health teaching

 Internal Examination, Perineal preparation, Ritgen's Maneuver  
 Episiotomy



Essential newborn care  
 Cord clamping and cutting  
 Placental Expulsion  
 a. signs of placental separation  
 b. Brandt – Andrew Maneuver  
 Medicines used inside labor room  
 Recovery stage  
 a. level of umbilicus  
 b. lochia  
 c. bleeding  
 d. puerperium  
 Breastfeeding  
 Complications of Pregnancy  
 Bleeding  
 1<sup>st</sup> trimester  
 a. Abortion  
 • Threatened  
 • Inevitable  
 • Missed  
 • Complete  
 • Incomplete  
 • Habitual  
 • Induced  
 • Therapeutic  
 • Elective  
 • Vacuum aspiration/ dilatation and evacuation/curettage (D&E/ D&C),  
 Labor induction, saline method  
 b. Ectopic pregnancy  
 • Sites  
 • Causes, Signs and symptoms, Diagnosis, management  
 2<sup>nd</sup> Trimester  
 a. H-Mole  
 b. Incompetent Cervix  
 3<sup>rd</sup> trimester  
 a. abruption placenta  
 b. placenta previa  
 Other complications of pregnancy  
 PROM  
 Multiple pregnancy  
 Rh Incompatibility  
 Dystocia  
 Precipitate delivery  
 Umbilical cord prolapse  
 PIH, Pre-eclampsia, Eclampsia  
 Gestational Diabetes  
 STDs  
 Cardiac Diseases  
 Induction of labor  
 Vacuum delivery





	Cesarean Delivery
<b>Session 1 (Week 1)</b>	Orientation of the subject Review of the reproductive System of male and female organ (internal and external structure) Physiology of menstrual cycle Ovarian Cycle Menstrual Cycle problems Family planning
<b>Session 2 (Week 2)</b>	Process of conception Signs and symptoms of pregnancy a. Presumptive b. Probable c. Positive Maternal and fetal circulation. Mile stone of fetal development
<b>Session 3 (Week 3)</b>	Normal changes during pregnancy (physical and psychological) a. 1 <sup>st</sup> trimester b. 2 <sup>nd</sup> trimester c. 3 <sup>rd</sup> trimester
<b>Session 4 (Week 4)</b>	Antepartum Care LMP, EDC, Naegele's Rule, Haase's Rule, McDonald's Rule, Bartholomew's Rule, ANC visits, GPTAL Antenatal Health Education Weight gain, nutrition, rest, exercise, teratogens, danger signs
<b>Session 5 (Week 5)</b>	Danger signs of pregnancy. a. Vaginal bleeding/ spotting b. Persistent vomiting c. Chills and fever d. Sudden scape of fluid from the vagina e. Epigastric or abdominal pain f. Decreased fetal movement g. Severe headache h. Swollen face and hands i. Blurring of vision
<b>Session 6 (Week 6)</b>	Discomforts during pregnancy a. Breast tenderness b. Itching of the palm c. Constipation d. Fatigue e. Muscle cramps f. Hypotension g. Backache h. SOB/DOB i. ankle edema j. varicosities
<b>Session 7 (Week 7)</b>	Leopold's Maneuver Assessment of fetal well-being Review and recap of lectures from session 1-7
<b>Session 8 (Week 8)</b>	Midterm Exam



<b>Session 9-10 (Week 9-10)</b>	Labor and Delivery True labor vs. false labor Cardinal movements Stages of labor a. Management b. Health teaching Internal Examination, Perineal preparation, Ritgen's Maneuver Episiotomy
<b>Session 11 (Week 11)</b>	Essential newborn care Cord clamping and cutting Placental Expulsion a. signs of placental separation b. Brandt – Andrew Maneuver Medicines used inside labor room
<b>Session 12 (Week 12)</b>	Recovery stage a. level of umbilicus b. lochia c. bleeding d. puerperium Breastfeeding
<b>Session 13 (Week 13)</b>	Complications of Pregnancy Bleeding 1 <sup>st</sup> trimester a. Abortion • Threatened • Inevitable • Missed • Complete • Incomplete • Habitual • Induced • Therapeutic • Elective • Vacuum aspiration/ dilatation and evacuation/curettage (D&E/ D&C), Labor induction, saline method b. Ectopic pregnancy • Sites • Causes, Signs and symptoms, Diagnosis, management 2 <sup>nd</sup> Trimester a. H-Mole b. Incompetent Cervix 3 <sup>rd</sup> trimester a. abruption placenta b. placenta previa
<b>Session 14 (Week 14)</b>	Other complications of pregnancy PROM Multiple pregnancy Rh Incompatibility Dystocia





	Precipitate delivery Umbilical cord prolapse PIH, Pre-eclampsia, Eclampsia Gestational Diabetes STDs Cardiac Diseases Induction of labor Vacuum delivery Cesarean Delivery
<b>Session 15 (Week 15)</b>	Review and recap of lectures from session 1-14
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress-code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

### RELATED LEARNING EXPERIENCE 3

1	<b>Course name</b>	RELATED LEARNING EXPERIENCE 3
2	<b>Course Code</b>	NURS 202LY
3	<b>Course type:</b> /general/specialty/optional	SPECIALTY
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	64 HOURS





6	<b>Pre-requisite requirements</b>	RLE 1 RLE 2
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:** This course provides the students with overview of nursing as a professional practice. It deals with the concepts of man as a holistic being. It includes a discussion on the different roles of a nurse as well as concepts on basic nursing skills pertinent to the delivery of optimum quality nursing care to clients across life span focusing Obstetric and Gynecologic assessment, skin and wound care, hygienic measures, and aseptic technique.

**Textbooks required for this Course:**

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9<sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.

Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.

Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15<sup>th</sup> Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.

Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.

Leopold's Maneuver(Far Eastern University Nicanor Reyes Medical Center)  
<https://www.youtube.com/watch?v=skiywJHCp-g>  
Fundic Height Measurement  
<https://www.youtube.com/watch?v=AuUzJH1sslA>  
Breast Feeding Technique  
<https://www.youtube.com/watch?v=9rfU5y9WqEY>  
Infant Bath  
<https://www.youtube.com/watch?v=7iZswFdM-3U>  
Urinary Catheterization(Male and Female)  
<https://www.youtube.com/watch?v=VN3LuGrX6Uo>  
Insertion of Foley Catheter  
<https://www.youtube.com/watch?v=A493yBJtiQO>

**Course Duration** 2<sup>nd</sup> Year, 1<sup>st</sup> Semester

**Delivery**

1. Classroom Discussion/Recitations/Hand-outs
2. Quizzes
3. Laboratory works/ Skills demonstration of instructor
4. Mid-Term and Final Examinations
5. LCD Projector, laptop, and speakers (PPT and video presentation)
6. White board and markers
7. Return demonstration of students

**Course Objectives:**

G.C.1. Knowledge and understanding:

1. Explains concepts and principles of Maternal and Child Nursing.
2. Prioritizes health needs of individuals especially mother and child.





	<ol style="list-style-type: none"> <li>3. Explain the rules and functions of Maternal and Child Nursing.</li> <li>4. Be highly knowledgeable of procedures and treatment given to the patient.</li> <li>5. Innovative and able to meet patients needs with the resources available. 1.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Systematically organizes work.</li> <li>2. Integrate the process of Maternal and Child assessment for health problems that affect the individual, family and community.</li> <li>3. Apply care of clients with physical and mental disabilities, besides the nursing role.</li> <li>4. Exhibits self confidence in accomplishing tasks.</li> <li>5. Plan health program appropriate to Maternal and Child assessment.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Exhibits skills in carrying out procedures.</li> <li>2. Projects a caring attitude in providing nursing care</li> <li>3. Able to prioritize work.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Develop positive and interested attitudes towards application of basic nursing skills in the care of clients</li> <li>2. Utilize critical thinking process and problem solving skills in any situation or condition manifest by the client.</li> </ol>
<b>Course Assessments</b>	<p>Clinical Performance (70%)  Attendance (10%)  Final Examination (20%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Leopolds Maneuver</li> <li>2. Fundic Height Measurement</li> <li>3. Breast Feeding Technique</li> <li>4. Infant Bath <ol style="list-style-type: none"> <li>a. Cord dressing</li> </ol> </li> <li>5. Taking Anthropometric Measurement</li> <li>6. Vitamin K administration</li> <li>7. Creeds' Prophylaxis</li> <li>8. Temperature Taking</li> <li>9. Collecting a sterile specimen from indwelling catheter</li> <li>10. Urine specimen collection by mid-stream catch</li> <li>11. Collecting routine specimen, stool specimen</li> <li>12. Assisting with bed pan or urinal</li> <li>13. Inserting a straight and indwelling catheter</li> <li>14. Care and removal of the indwelling catheter</li> <li>15. Performing catheter and bladder irrigation <ol style="list-style-type: none"> <li>a. Closed intermittent irrigation</li> <li>b. Open irrigation</li> </ol> </li> <li>16. Psychology of death</li> <li>17. Meeting spiritual and emotional needs</li> <li>18. Care of dying patient</li> <li>19. Postmortem care</li> </ol>
<b>Session 1 (Week 1)</b>	<ol style="list-style-type: none"> <li>1. Leopolds Maneuver</li> <li>2. Fundic Height Measurement</li> </ol> <p>- LECTURE DEMONSTRATION &amp; GUIDED PRACTICE</p>
<b>Session 2-3(Week2-3)</b>	<ol style="list-style-type: none"> <li>1. Leopolds Maneuver</li> <li>2. Fundic Height Measurement</li> </ol> <p>- RETURN DEMONSTRATION</p>
<b>Session 4 (Week 4)</b>	<ol style="list-style-type: none"> <li>3. Breast Feeding Technique</li> <li>4. Infant Bath and Cord dressing</li> <li>5. Taking Anthropometric Measurement</li> </ol> <p>- LECTURE &amp; GUIDED PRACTICE</p>





<b>Session 5 (Week 5)</b>	6. Vitamin K administration 7. Creeds' Prophylaxis 8. Temperature Taking - LECTURE DEMONSTRATION
<b>Session 6-7(Week6-7)</b>	9. Vitamin K administration – RETURN DEMONSTRATION
<b>Session 8 (Week 8)</b>	10. Midterm Exam
<b>Session 9 (Week 9)</b>	11. Collecting a sterile, & routine specimen from indwelling catheter 12. Urine specimen collection by mid-stream catch 13. Collecting routine specimen, stool specimen 14. Assisting with bed pan or urinal - LECTURE DEMONSTRATION & GUIDED PRACTICE
<b>Session 10 (Week 10)</b>	15. Inserting a straight and indwelling catheter 16. Care and removal of the indwelling catheter 17. Performing catheter and bladder irrigation a. Closed intermittent irrigation b. Open irrigation - LECTURE DEMONSTRATION & GUIDED PRACTICE
<b>Session 11-13 (Week 11-13)</b>	18. Inserting a straight and indwelling catheter 19. Care and removal of the indwelling catheter - RETURN DEMONSTRATION
<b>Session 14 (Week 14)</b>	19. Psychology of death 20. Meeting spiritual and emotional needs 21. Care of dying patient 22. Postmortem care - LECTURE DEMONSTRATION & GUIDED PRACTICE
<b>Session 15 (Week 15)</b>	Review and recap of all the lectures and procedures from session 1-14
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.





## THERAPEUTICS DIETETICS

1	Course name	THERAPEUTICS DIETETICS
2	Course Code	MED 204LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	NUTRITION
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016
<b>Brief Description:</b>		The course is designed to understand the different types of therapeutic diet needed by the patient. It prepares and enhances the student nurses to identify the appropriate food requirements of unhealthy individual. Nursing interventions and health teachings also play a significant role in providing suitable diet for each individual.
<b>Textbooks required for this Course:</b>		<p>Kumar, A. and Shreevathsa, 2018. Pathyapathya Vinirnayah - A Decisive Anthology on Therapeutic Dietetics (A Descriptive Directory on Diets Directions and Drugs for Holistic Health Management. ISBN-13 : 978-9386554796; ISBN-10 : 9386554798.</p> <p>Norton, F.W. 2016. Therapeutic Dietetics. Wentworth Press. ISBN-13: 978-1374280786; ISBN-10: 137428078X.</p> <p>Payne-Palacio, June and Deborah D. Canter. 2013. The Profession of Dietetics: A Team Approach. Jone and Bartlet Learning. ISBN-13: 978-1449678388; ISBN-10: 137428078X.</p> <p>Nutrition Therapy Overview  <a href="https://www.youtube.com/watch?v=rnh-T89Msyl">https://www.youtube.com/watch?v=rnh-T89Msyl</a></p> <p>Dysphagia and special diets  <a href="https://www.youtube.com/watch?v=l6QrTdicd3w">https://www.youtube.com/watch?v=l6QrTdicd3w</a></p> <p>Nasogastric tube  <a href="https://www.youtube.com/watch?v=93oAYQ3M2dA">https://www.youtube.com/watch?v=93oAYQ3M2dA</a></p> <p>Total Parenteral Nutrition  <a href="https://www.youtube.com/watch?v=P4uLZ2MFGpo">https://www.youtube.com/watch?v=P4uLZ2MFGpo</a></p> <p>PEG tube feeding  <a href="https://www.youtube.com/watch?v=dhue1OweyWA">https://www.youtube.com/watch?v=dhue1OweyWA</a></p>
<b>Course Duration</b>		2 <sup>nd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>		1. Classroom Discussion/Recitation/Hand-outs 2. Quizzes





	<p>3. Mid-Term and Final Examinations</p> <p>4. LCD Projector, laptop, and speakers (PPT and video presentation)</p> <p>5. White board and markers</p>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Identify basic knowledge on principles of Nutrition</li> <li>2. Define different terminologies concerning Nutrition</li> <li>3. Utilize knowledge of diet therapy in assisting clients needing dietary modifications</li> <li>4. Identify the different diets recommended or prescribed for people with specific medical needs.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Discuss effect of food components on health and performance of people</li> <li>2. Identify the different restrictions on what foods are acceptable based on cultures and religions.</li> <li>3. Identify the dietary patterns administered for patients with specific medical needs</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Apply health measures related to level of prevention according to individual and community health needs.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Formulate food for healthy and sick persons</li> </ol>
<b>Course Assessments</b>	<p>Attendance (20%)</p> <p>Quizzes/Mid-Term Examination (30%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Overview on Nutrition</li> <li>2. Definition of Terms</li> <li>3. Role of food and health in nutrition</li> <li>4. Variables affecting an individual's calorie needs</li> <li>5. Classification of Nutrients</li> <li>6. Review on Six Essential Nutrients (Sources/Functions/Deficiencies/Overdose) <ol style="list-style-type: none"> <li>a. Carbohydrates</li> <li>b. Proteins</li> <li>c. Fats</li> <li>d. Vitamins</li> <li>e. Minerals</li> <li>f. Water</li> </ol> </li> <li>7. Review on Nutrition throughout the lifespan <ol style="list-style-type: none"> <li>a. Pregnancy</li> <li>b. Lactation</li> <li>c. Infancy</li> <li>d. Preschoolers/ Schoolers</li> <li>e. Adolescents</li> <li>f. Adulthood</li> </ol> </li> <li>8. Diet Therapy <ol style="list-style-type: none"> <li>a. Types of diet <ol style="list-style-type: none"> <li>i. Omnivorous</li> <li>ii. Carnivorous</li> <li>iii. Lacto-Ovo-vegetarian</li> </ol> </li> </ol> </li> </ol>





- iv. Vegan
- b. Diets modified in Consistency
  - i. Clear Liquid
  - ii. Full Liquid
  - iii. Soft diet
  - iv. Pureed
  - v. Regular diet
  - vi. Diet as tolerated
- c. Diets Modified in Composition
  - i. Low fat
  - ii. Low carbohydrates
  - iii. Low cholesterol
  - iv. High fiber
  - v. High cholesterol
- 9. Nutrition for patients who cannot take food orally
  - a. Enteral Feeding
    - Types
      - i. Feeding via nasogastric tube
      - ii. Gastrostomy Feeding
      - iii. Indications and Contraindications for use
      - iv. Complications and Problems
  - b. Parenteral Nutrition
    - i. Central Parenteral Nutrition
    - ii. Peripheral Parenteral Nutrition
    - iii. Indications/Contraindications
  - c. Possible Complications
    - i. Technical Complications
    - ii. Septic Complications
    - iii. Metabolic Complications
- 10. Religious and Cultural dietary choices
  - Diet Classification Table of different cultures and religions
  - Specific Diets followed for medical reasons
    - a. Diabetic diet
    - b. DASH diet
    - c. Elemental diet
    - d. Elimination diet
    - e. Gluten free diet
    - f. Colon cancer diet
    - g. Ketogenic diet
    - h. Specific Carbohydrate diet

**Session 1 (Week 1)**

1. Overview on Nutrition
2. Definition of Terms
3. Role of food and health in nutrition
4. Variables affecting an individual's calorie needs
5. Classification of Nutrients

**Session 2 (Week 2)**

6. Review on Six Essential Nutrients  
(Sources/Functions/Deficiencies/Overdose)



	<ul style="list-style-type: none"> <li>a. Carbohydrates</li> <li>b. Proteins</li> <li>c. Fats Vitamins</li> <li>d. Water</li> <li>e. Minerals</li> <li>f. Water</li> </ul>
<b>Session 3 (Week 3)</b>	<p>7. Review on Nutrition throughout the lifespan</p> <ul style="list-style-type: none"> <li>a. Pregnancy</li> <li>b. Lactation</li> <li>c. Infancy</li> <li>d. Preschoolers/ Schoolers</li> <li>e. Adolescents</li> <li>f. Adulthood</li> </ul>
<b>Session 4 (Week 4)</b>	<p>8. Diet Therapy</p> <ul style="list-style-type: none"> <li>a. Types of diet <ul style="list-style-type: none"> <li>i. Omnivorous</li> <li>ii. Carnivorous</li> <li>iii. Lacto-Ovo-vegetarian</li> <li>iv. Vegan</li> </ul> </li> <li>b. Diets modified in Consistency <ul style="list-style-type: none"> <li>i. Clear Liquid</li> <li>ii. Full Liquid</li> <li>iii. Soft diet</li> <li>iv. Pureed</li> <li>v. Regular diet</li> <li>vi. Diet as tolerated</li> </ul> </li> <li>c. Diets Modified in Composition <ul style="list-style-type: none"> <li>i. Low fat</li> <li>ii. Low carbohydrates</li> <li>iii. Low cholesterol</li> <li>iv. High fiber</li> <li>v. High cholesterol</li> </ul> </li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>d. Diets Modified in Composition <ul style="list-style-type: none"> <li>i. Low fat</li> <li>ii. Low carbohydrates</li> <li>iii. Low cholesterol</li> <li>iv. High fiber</li> <li>v. High cholesterol</li> </ul> </li> </ul>
<b>Session 6 (Week 6)</b>	<p>9. Nutrition for patients who cannot take food orally</p> <ul style="list-style-type: none"> <li>a. Enteral Feeding <ul style="list-style-type: none"> <li>Types <ul style="list-style-type: none"> <li>i. Feeding via nasogastric tube</li> <li>ii. Gastrostomy Feeding</li> <li>iii. Indications and Contraindications for use</li> <li>iv. Complications and Problems</li> </ul> </li> </ul> </li> </ul>





<b>Session 7 (Week 7)</b>	<ul style="list-style-type: none"> <li>b. Parenteral Nutrition <ul style="list-style-type: none"> <li>i. Central Parenteral Nutrition</li> <li>ii. Peripheral Parenteral Nutrition</li> <li>iii. Indications/Contraindications</li> </ul> </li> <li>c. Possible Complications <ul style="list-style-type: none"> <li>i. Technical Complications</li> <li>ii. Septic Complications</li> <li>iii. Metabolic Complications</li> </ul> </li> </ul>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b> ..... <b>Session 14 (Week 14)</b>	<ol style="list-style-type: none"> <li>1. Religious and Cultural dietary choices Diet Classification Table of different cultures and religions Specific Diets followed for medical reasons <ul style="list-style-type: none"> <li>a. Diabetic diet</li> <li>b. DASH diet</li> <li>c. Elemental diet</li> <li>d. Elimination diet</li> <li>e. Gluten free diet</li> <li>f. Colon cancer diet</li> <li>g. Ketogenic diet</li> <li>h. Specific Carbohydrate diet</li> </ul> </li> <li>- REVIEW OF TOPICS FOR FINAL EXAMINATION</li> </ol>
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time and remaining until class is dismissed Beyond fifteen minutes tardiness is considered absent and student is not permitted to join the class.</li> <li>2. Another fifteen minutes given to the learners before the session will end in order to transfer to the next class.</li> <li>3. Mobile phones and other electronic gadgets must be in silent modes/switched off to prevent disturbances during classes.</li> <li>4. Absences are permitted only for medical reasons and must be supported with a doctor's note.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.





## GROWTH AND DEVELOPMENT

1	<b>Course name</b>	GROWTH AND DEVELOPMENT
2	<b>Course Code</b>	NURS 203LY
3	<b>Course type:</b> <i>/general/specialty/optional</i>	SPECIALTY
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS (LECTURE)
6	<b>Pre-requisite requirements</b>	THEORITICAL FOUNDATIONS OF NURSING HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 HEALTH ASSESSMENT FUNDAMENTALS OF NURSING PATHOPHYSIOLOGY PHARMACOLOGY MATERNITY NURSING
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:**

The course is designed to study the human growth and development across the lifespan with emphasis upon normal growth and milestone achieved in the physical, psychosexual, cognitive, psychosocial, and emotional system. Education on promotion and preventive nursing contexts are highlighted.

**Textbooks required for this Course:**

Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15<sup>th</sup> Ed. Lippincott, Williams & Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.

Cooper, Kim and Gosnell, Kelly. Foundations of Adult Health Nursing. 2018. 8<sup>th</sup> Ed. Mosby Publisher. ISBN-13 : 978-0323484374; ISBN-10 : 0323484379

Burns, Dianne. 2015. Foundations of Adult Nursing. SAGE Publications Ltd. ISBN-13: 978-1446267912; ISBN-10: 1446267911.

Principles of Growth and Development

<https://www.youtube.com/watch?v=KqmDGyJ-6oE>

8 Stages of Development by Erikson

<https://www.youtube.com/watch?v=aYCBdZLCDBQ>





	<p>Freud Psychoanalytic Theory  <a href="https://www.youtube.com/watch?v=jdawTFsCNtc">https://www.youtube.com/watch?v=jdawTFsCNtc</a></p> <p>Denver Developmental Screening Test  <a href="https://www.youtube.com/watch?v=lq3_KfzEVzU">https://www.youtube.com/watch?v=lq3_KfzEVzU</a></p> <p>The Biology of Aging  <a href="https://www.youtube.com/watch?v=xHINXzfCv0o">https://www.youtube.com/watch?v=xHINXzfCv0o</a></p> <p>Death and Dying  <a href="https://www.youtube.com/watch?v=KxzI0EMHgSk">https://www.youtube.com/watch?v=KxzI0EMHgSk</a></p>
<b>Course Duration</b>	2 <sup>nd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Explain Infancy and Early Childhood on developmental, behavioral, and other psychological theories in providing a rigorous introduction to the various biological, social, and cultural factors known to contribute to human growth and development during the initial phases of life (infancy, and early childhood).</li> <li>2. Discuss adulthood &amp; Aging process on the theories and understanding of early adulthood, middle adulthood, and late adulthood. Focusing on the the consolidation of personal identity, the primary factors of adulthood, and healthy and successful aging.</li> <li>3. Discuss on how to relate the different theories of personality such as Psychosexual, psychosocial, moral and spiritual development and the nursing implementations in each of the stages of human development.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Utilize the nursing implications in the care of a child and adult during the normal developmental process across a lifespan.</li> </ol> <p>Apply principles of decision-making, critical thinking and independent judgment to the care of clients in different stages of developmental process basing on their cultural context.</p> <ol style="list-style-type: none"> <li>2. Explore the various factors influencing growth and development physically, socially, spiritually and emotionally.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Discuss priority nursing interventions to problematic situations especially to different stages of growth and development.</li> <li>2. Identify the priorities of care for any diversions in the normal growth behavior and personality changes.</li> <li>3. Observe bioethical principles, core values (love of God, caring, love of country and of people) and standards of nursing care to all the special needs of an individual in the developmental process.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Promote personal and professional growth</li> </ol>
<b>Course Assessments</b>	<p>Attendance (20%)</p> <p>Quizzes/Mid-term Examination (30%)</p> <p>Final Examination (50%)</p>





**Content Breakdown  
Topical Coverage**

1. Definition of Growth and Development
2. Measurement Tools of Growth and Development
3. Growth Parameters
4. How to measure development
  - a. Denver Development Screening Test
5. Primary factors affecting Growth and Development
6. Basic division of Childhood
7. Developmental stages and Age period
  - a. Infancy
  - b. Toddler
  - c. Preschool
  - d. School Age
  - e. Adolescence
  - f. Adulthood
8. Principles of Growth and Development
9. Developmental Milestone of growth and Development
  - a. Infancy
  - b. Toddler
  - c. Preschool
  - d. School age
10. Theories of Development
11. Definition of Developmental Theory and Developmental task
12. Different personalities and their theories of development
  - a. Freud's Psychosexual theory of personality Development
    - i. Developmental stage and its Nursing implications
  - b. Erickson's Psychosocial theory of Personality Development
    - i. Developmental stage and its Nursing implications
  - c. Piaget 's theory on Cognitive development
13. Definition of Growth and Development
14. Measurement Tools of Growth and Development
15. Growth Parameters
16. How to measure development
  - a. Denver Development Screening Test
17. Primary factors affecting Growth and Development
18. Basic division of Childhood
19. Developmental stages and Age period
  - a. Infancy
  - b. Toddler
  - c. Preschool
  - d. School Age
  - e. Adolescence
  - f. Adulthood
20. Principles of Growth and Development
21. Developmental Milestone of growth and Development
  - a. Infancy
  - b. Toddler
  - c. Preschool
  - d. School age
22. Theories of Development





23. Definition of Developmental Theory and Developmental task
24. Different personalities and their theories of development
  - a. Freud's Psychosexual theory of personality Development
    - i. Developmental stage and its Nursing implications
  - b. Erickson's Psychosocial theory of Personality Developmental
    - i. Developmental stage and its Nursing implications
  - c. Piaget 's theory on Cognitive development
  - d. Four Stages of Cognitive Development
    - i. Developmental Stage and its Nursing Implications
  - e. Kolhberg's theory on Moral development
    - i. 3 Stages of Moral development and its Nursing Implications
  - f. Robert Havighurst's theory on physical Development
  - g. James Fowler's theory on Spiritual development
  - h. Nursing Implications in each developmental Stage on health promotion
25. Summary of Growth and Development
  - a. Infancy
    - i. Physical Growth
    - ii. Motor Development
    - iii. Language/ Communication Development
    - iv. Play
    - v. Psychosocial Development
    - vi. Sensory and Cognitive Development
  - b. Toddler
    - i. Physical Growth
    - ii. Motor Development
    - iii. Language/ Communication Development
    - iv. Play
    - v. Psychosocial Development
    - vi. Sensory and Cognitive Development
  - c. Preschool
    - i. Physical Growth
    - ii. Motor Development
    - iii. Language/ Communication Development
    - iv. Play
    - v. Psychosocial Development
    - vi. Sensory and Cognitive Development
  - d. School Age
    - i. Physical Growth
    - ii. Motor Development
    - iii. Language/ Communication Development
    - iv. Play
    - v. Psychosocial Development
    - vi. Sensory and Cognitive Development
  - e. Adulthood
  - f. Dimensions use to describe Adulthood
  - g. Early Adulthood
    - i. Physiological Dimension
    - ii. Characteristics



	<ul style="list-style-type: none"> <li>iii. Nursing Implications</li> <li>h. Middle Adulthood <ul style="list-style-type: none"> <li>i. Physiological Dimension</li> <li>ii. Characteristics</li> <li>iii. Nursing Implications</li> </ul> </li> <li>i. Late Adulthood <ul style="list-style-type: none"> <li>i. Physiological Dimension</li> <li>ii. Characteristics</li> <li>iii. Nursing Implications</li> </ul> </li> <li>j. Late Adulthood <ul style="list-style-type: none"> <li>i. Physiological Dimension</li> <li>ii. Characteristics</li> <li>iii. Nursing Implications</li> </ul> </li> </ul> <p>26. The Aging Process</p> <ul style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Theories of Aging Process</li> </ul> <p>27. Death</p> <ul style="list-style-type: none"> <li>a. Death defined</li> <li>b. Causes of Death</li> </ul>
<b>Session 1 (Week 1)</b>	<ol style="list-style-type: none"> <li>1. Definition of Growth and Development</li> <li>2. Measurement Tools of Growth and Development</li> <li>3. Growth Parameters</li> <li>4. How to measure development <ul style="list-style-type: none"> <li>a. Denver Development Screening Test</li> </ul> </li> </ol>
<b>Session 2 (Week 2)</b>	<ol style="list-style-type: none"> <li>5. Primary factors affecting Growth and Development</li> <li>6. Basic division of Childhood</li> <li>7. Developmental stages and Age period <ul style="list-style-type: none"> <li>a. Infancy</li> <li>b. Toddler</li> <li>c. Preschool</li> <li>d. School Age</li> <li>e. Adolescence</li> <li>f. Adulthood</li> </ul> </li> <li>8. Principles of Growth and Development</li> </ol>
<b>Session 3 (Week 3)</b>	<ol style="list-style-type: none"> <li>9. Developmental Milestone of growth and Development <ul style="list-style-type: none"> <li>a. Infancy</li> <li>b. Toddler</li> <li>c. Preschool</li> <li>d. School age</li> </ul> </li> <li>10. Theories of Development</li> <li>11. Definition of Developmental Theory and Developmental task</li> </ol>
<b>Session 4 (Week 4)</b>	<ol style="list-style-type: none"> <li>12. Different personalities and their theories of development <ul style="list-style-type: none"> <li>a. Freud's Psychosexual theory of personality Development <ul style="list-style-type: none"> <li>i. Developmental stage and its Nursing implications</li> </ul> </li> <li>b. Erickson's Psychosocial theory of Personality Developmental <ul style="list-style-type: none"> <li>i. Developmental stage and its Nursing implications</li> </ul> </li> <li>c. Piaget 's theory on Cognitive development</li> </ul> </li> </ol>
<b>Session 5 (Week 5)</b>	<ol style="list-style-type: none"> <li>13. Definition of Growth and Development</li> <li>14. Measurement Tools of Growth and Development</li> <li>15. Growth Parameters</li> </ol>





	<p>16. How to measure development</p> <p>a. Denver Development Screening Test</p> <p>17. Primary factors affecting Growth and Development</p> <p>18. Basic division of Childhood</p>
<b>Session 6 (Week 6)</b>	<p>19. Developmental stages and Age period</p> <p>a. Infancy</p> <p>b. Toddler</p> <p>c. Preschool</p> <p>d. School Age</p> <p>e. Adolescence</p> <p>f. Adulthood</p> <p>20. Principles of Growth and Development</p> <p>21. Developmental Milestone of growth and Development</p> <p>a. Infancy</p> <p>b. Toddler</p> <p>c. Preschool</p> <p>d. School age</p>
<b>Session 7 (Week 7)</b>	<p>22. Theories of Development</p> <p>23. Definition of Developmental Theory and Developmental task</p> <p>24. Different personalities and their theories of development</p> <p>a. Freud's Psychosexual theory of personality Development</p> <p>i. Developmental stage and its Nursing implications</p> <p>b. Erickson's Psychosocial theory of Personality Developmental</p> <p>i. Developmental stage and its Nursing implications</p> <p>c. Piaget 's theory on Cognitive development</p> <p>d. Four Stages of Cognitive Development</p> <p>i. Developmental Stage and its Nursing Implications</p> <p>e. Kohlberg's theory on Moral development</p> <p>i. 3 Stages of Moral development and its Nursing Implications</p> <p>f. Robert Havighurst's theory on physical Development</p> <p>g. James Fowler's theory on Spiritual development</p> <p>h. Nursing Implications in each developmental Stage on health promotion</p>
<b>Session 8 (Week 8)</b>	<b>Midterm Exam</b>
<b>Session 9 (Week 9)</b>	<p>25. Summary of Growth and Development</p> <p>a. Infancy</p> <p>i. Physical Growth</p> <p>ii. Motor Development</p> <p>iii. Language/ Communication Development</p> <p>iv. Play</p> <p>v. Psychosocial Development</p> <p>vi. Sensory and Cognitive Development</p>
<b>Session 10 (Week 10)</b>	<p>25. Summary of Growth and Development</p> <p>b. Toddler</p> <p>i. Physical Growth</p> <p>ii. Motor Development</p> <p>iii. Language/ Communication Development</p> <p>iv. Play</p> <p>v. Psychosocial Development</p>



	<ul style="list-style-type: none"> <li>vi. Sensory and Cognitive Development</li> </ul> <p>c. Preschool</p> <ul style="list-style-type: none"> <li>i. Physical Growth</li> <li>ii. Motor Development</li> <li>iii. Language/ Communication Development</li> <li>iv. Play</li> <li>v. Psychosocial Development</li> <li>vi. Sensory and Cognitive Development</li> </ul> <p>d. School Age</p> <ul style="list-style-type: none"> <li>i. Physical Growth</li> <li>ii. Motor Development</li> <li>iii. Language/ Communication Development</li> <li>iv. Play</li> <li>v. Psychosocial Development</li> <li>vi. Sensory and Cognitive Development</li> </ul>
<b>Session 11 (Week 11)</b>	<p>e. Adulthood( Dimensions use to describe Adulthood Early Adulthood)</p> <ul style="list-style-type: none"> <li>i. Physiological Dimension</li> <li>ii. Characteristics</li> <li>iii. Nursing Implications</li> </ul>
<b>Session 12 (Week 12)</b>	<p>f. Middle Adulthood</p> <ul style="list-style-type: none"> <li>i. Physiological Dimension</li> <li>ii. Characteristics</li> <li>iii. Nursing Implications</li> </ul> <p>g. Late Adulthood</p> <ul style="list-style-type: none"> <li>i. Physiological Dimension</li> <li>ii. Characteristics</li> <li>iii. Nursing Implications</li> </ul> <p>h. Late Adulthood</p> <ul style="list-style-type: none"> <li>i. Physiological Dimension</li> <li>ii. Characteristics</li> <li>iii. Nursing Implications</li> </ul>
<b>Session 13 (Week 13)</b>	<p>26. The Aging Process</p> <ul style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Theories of Aging Process</li> </ul>
<b>Session 14 (Week 14)</b>	<p>27. Death</p> <ul style="list-style-type: none"> <li>a. Death defined</li> <li>b. Causes of Death</li> </ul>
<b>Session 15 (Week 15)</b>	Review Classes for Final Examinations
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> </ol>





	<p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## RELATED LEARNING EXPERIENCE 4

1	<b>Course name</b>	RELATED LEARNING EXPERIENCE 4
2	<b>Course Code</b>	NURS 204LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	64 HOURS
6	<b>Pre-requisite requirements</b>	RELATED LEARNING EXPERIENCE 1 RELATED LEARNING EXPERIENCE 2 RELATED LEARNING EXPERIENCE 3
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:**

This course provides the students with the overview of nursing as a professional practice. It deals with the concept of man as a holistic being. It includes a discussion on the different roles of a nurse as well as concepts on Pediatric assessment and Medication Administration as a basic nursing skill





	pertinent to the delivery of optimum quality nursing care to clients across the life span.
<b>Textbooks required for this Course:</b>	<p>Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing, 15<sup>th</sup> Ed. Lippincott, Williams &amp; Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.</p> <p>Cooper, Kim and Gosnell, Kelly. Foundations of Adult Health Nursing. 2018. 8<sup>th</sup> Ed. Mosby Publisher. ISBN-13 : 978-0323484374; ISBN-10 : 0323484379</p> <p>Burns, Dianne. 2015. Foundations of Adult Nursing. SAGE Publications Ltd. ISBN-13: 978-1446267912; ISBN-10: 1446267911.</p> <p>Black, Joyce and Jane Jawks. 2008. Medical-Surgical Nursing: Clinical Management for Positive Outcomes, 8th Ed. Saunders. ISBN-13: 978-1416046875; ISBN-10: 1416046879.</p> <p>10 Rights in Drug Administration  <a href="https://www.youtube.com/watch?v=IFM5I2PfuLc">https://www.youtube.com/watch?v=IFM5I2PfuLc</a>  Medication Routes and Abbreviation  <a href="https://www.youtube.com/watch?v=cwTp9z9Tw6s">https://www.youtube.com/watch?v=cwTp9z9Tw6s</a>  Parenteral Medication  <a href="https://www.youtube.com/watch?v=qd_0cZk3tAE">https://www.youtube.com/watch?v=qd_0cZk3tAE</a>  Medication Computation  <a href="https://www.youtube.com/watch?v=hnzZKY8SGbE">https://www.youtube.com/watch?v=hnzZKY8SGbE</a></p>
<b>Course Duration</b>	2 <sup>nd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Laboratory works/ Skills demonstration of instructor</li> <li>4. Mid-Term and Final Examinations</li> <li>5. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>6. White board and markers</li> <li>7. Return demonstration of students</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Apply the necessary skills, knowledge and attitude in their respective are of exposure with professionalism</li> <li>2. Work independently and collaboratively,</li> <li>3. Manifest leadership and management skills in rendering quality nursing care services to a client from different walks of life.</li> <li>4. Be highly knowledgeable of procedures and treatment given to the patient.</li> <li>5. Innovative and able to meet patients' needs with the resources available.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Systematically organizes work.</li> <li>2. Know the objectives, requirements and expected activities in the area of assignment</li> <li>3. Apply care of clients with physical and mental disabilities, besides the nursing role.</li> <li>4. Exhibits self confidence in accomplishing tasks.</li> </ol>





	<p>5. Plan health program appropriate to Maternal and Child assessment.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Exhibits skills in carrying out procedures.</li> <li>2. Projects a caring attitude in providing nursing care.</li> <li>3. Able to prioritize work.</li> </ol> <p>G.C.4 General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Develop responsible independent and productive citizens by harnessing the fullest of his intellectual capabilities and skills</li> <li>2. Utilize critical thinking process and problem solving skills in the application of nursing process towards patient care.</li> </ol>
<b>Course Assessments</b>	<p>CLINICAL PERFORMANCE/RETURN DEMONSTRATION (70%)</p> <p>ATTENDANCE (10%)</p> <p>FINAL EXAMINATION (20%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Physical assessment       <ol style="list-style-type: none"> <li>a. Obstetrics Nsg.</li> <li>b. Pediatrics Nsg.</li> </ol> </li> <li>2. Medication Administration</li> <li>3. Rights of Medication Administration</li> <li>4. Medication card</li> <li>5. Oral Medication       <ol style="list-style-type: none"> <li>a. Tablet</li> <li>b. Liquid</li> <li>c. Suspension</li> <li>d. Sublingual</li> <li>e. Buccal</li> </ol> </li> <li>6. Eye Medication</li> <li>7. Ear Medication</li> <li>8. Nasal Medication</li> <li>9. Nebulizer</li> <li>10. Inhalants</li> <li>11. Parenteral Medication       <ol style="list-style-type: none"> <li>a. Intradermal Injection</li> <li>b. Subcutaneous Injection</li> <li>c. Intramuscular Injection</li> <li>d. Intravenous Injection</li> <li>e. Intravenous Bolus</li> </ol> </li> <li>12. Suppositories       <ol style="list-style-type: none"> <li>a. Rectal suppositories</li> <li>b. Vaginal suppositories</li> </ol> </li> <li>13. Review of concepts</li> </ol>
<b>Session 1 (Week 1)</b>	<ol style="list-style-type: none"> <li>1. Physical assessment – LECTURE DEMONSTRATION/Video Presentation       <ol style="list-style-type: none"> <li>a. Obstetrics Nsg.</li> <li>b. Pediatrics Nsg.</li> </ol> </li> </ol>
<b>Session 2 (Week 2)</b>	<ol style="list-style-type: none"> <li>2. Medication Administration – LECTURE DEMONSTRATION/Video Presentation</li> <li>3. Rights of Medication Administration</li> <li>4. Medication card</li> </ol>
<b>Session 3 (Week 3)</b>	<ol style="list-style-type: none"> <li>5. Oral Medication- LECTURE DEMONSTRATION/Video Presentation       <ol style="list-style-type: none"> <li>a. Tablet</li> </ol> </li> </ol>





	<ul style="list-style-type: none"> <li>b. Liquid</li> <li>c. Suspension</li> <li>d. Sublingual</li> <li>e. Buccal</li> </ul>
<b>Session 4 (Week 4)</b>	<ul style="list-style-type: none"> <li>6. Oral Medication <ul style="list-style-type: none"> <li>a. Tablet</li> <li>b. Liquid</li> <li>c. Suspension</li> <li>d. Sublingual</li> <li>e. Buccal</li> </ul> </li> <li>- One on One RETURN DEMONSTRATION</li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>7. Lecture and Demonstration/Video Presentation <ul style="list-style-type: none"> <li>Eye Medication</li> <li>Ear Medication</li> <li>Nasal Medication</li> <li>Nebulizers and Inhalants</li> </ul> </li> </ul>
<b>Session 6 (Week 6)</b>	<ul style="list-style-type: none"> <li>8. Parenteral Medical- Lecture and Demonstrations/Video Presentation <ul style="list-style-type: none"> <li>a. Intradermal Medication</li> <li>b. Subcutaneous Medication</li> </ul> </li> </ul>
<b>Session 7 (Week 7)</b>	<ul style="list-style-type: none"> <li>8. Parenteral Medication – One on one Return Demonstration <ul style="list-style-type: none"> <li>a. Intradermal Injection</li> <li>b. Subcutaneous Injection</li> <li>c. Intramuscular Injection</li> <li>d. Intravenous Injection</li> <li>e. Intravenous Bolus</li> </ul> </li> </ul>
<b>Session 8 (Week 8)</b>	<b>Midterm Exam</b>
<b>Session 9 (Week 9)</b>	<ul style="list-style-type: none"> <li>8. Parenteral Medical- Lecture and Demonstrations/Video Presentation <ul style="list-style-type: none"> <li>c. Intramuscular injection</li> </ul> </li> </ul>
<b>Session 10 (Week 10)</b>	<ul style="list-style-type: none"> <li>8. Parenteral Medication – One on one Return Demonstration <ul style="list-style-type: none"> <li>c. Intramuscular Injection</li> </ul> </li> </ul>
<b>Session 11 (Week 11)</b>	<ul style="list-style-type: none"> <li>8. Parenteral Medical- Lecture and Demonstrations/Video Presentation <ul style="list-style-type: none"> <li>c. Intravenous injection and Bolus</li> </ul> </li> </ul>
<b>Session 12 (Week 12)</b>	<ul style="list-style-type: none"> <li>8. Parenteral Medical- Lecture and Demonstrations/Video Presentation <ul style="list-style-type: none"> <li>d. Intravenous injection and Bolus</li> </ul> </li> </ul>
<b>Session 13 (Week 13)</b>	<ul style="list-style-type: none"> <li>2. Suppositories- Lectures and Demonstrations/Video Presentation <ul style="list-style-type: none"> <li>a. Rectal suppositories</li> <li>b. Vaginal suppositories</li> </ul> </li> </ul>
<b>Session 14 (Week 14)</b>	<ul style="list-style-type: none"> <li>2. Suppositories- One on One Return Demonstrations <ul style="list-style-type: none"> <li>a. Rectal suppositories</li> <li>b. Vaginal suppositories</li> </ul> </li> </ul>
<b>Session 15 (Week 15)</b>	Review of concepts for Final Examination
<b>Session 16 (Week 16)</b>	<b>Final Exam</b>
<b>Attendance Expectations</b>	<ul style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> </ul>





	<p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## COMMUNITY HEALTH NURSING

1	<b>Course name</b>	COMMUNITY HEALTH NURSING
2	<b>Course Code</b>	NURS 205LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	3 UNITS
5	<b>Educational hours</b>	48 HOURS
6	<b>Pre-requisite requirements</b>	HEALTH ASSESSMENT THEORITICAL FOUNDATIONS OF NURSING FUNDAMENTALS OF NURSING PATHOPHYSIOLOGY
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016
	<b>Brief Description:</b>	This course focuses on the care of population groups and community as clients utilizing concepts and principles in community health development. Concepts on illness, illness prevention and health promotion, restoration and support throughout the life continuum will be presented in the context of healing and





	<p>caring nursing practice. It also describes problems, trends and issues in the global health care system affecting community health nursing practice.</p>
<b>Textbooks required for this Course:</b>	<p>Rector, Cherie L. and Stanley, Mary Jo. 2021. Community and Public Health Nursing. Promoting the Public's Health 10<sup>th</sup> Ed. LWW Publisher. ISBN-13: 978-1975123048; ISBN-10: 1975123042.</p> <p>Stanhope, M. and Lancaster, J., 2021. Foundations for Population Health in Community/Public Health Nursing - E-Book 6th Edition. Mosby Publisher. ISBN-13: 978-0323776882; ISBN-10: 0323776884.</p> <p>Savage, Christine. L. 2019. Public/Community Health and Nursing Practice: Caring for Populations 2nd Edition, Kindle Edition. ISBN-13: 978-0803677111; ISBN-10: 0803677111.</p> <p>DeMarco, R. and Healey-Walsh, J., 2019. Community &amp; Public Health Nursing: Evidence for Practice. 3<sup>rd</sup> Ed. Lippincott Williams &amp; Wilkins. ISBN-13: 978-1975111694; ISBN-10: 1975111699.</p> <p>George, Georly. 2014. Textbook of Community Health Nursing. Jaypee- The Health Sciences Publisher. ISBN-9789351521914.</p> <p>McKenzie, James F and Robert R. Pinger. 2014. An Introduction to Community &amp; Public Health, 8<sup>th</sup> Edition. Jones &amp; Bartlett Learning. ISBN-13: 978-1284036596, ISBN-10: 1284036596.</p> <p>Introduction to Public Health/Community Health  <a href="https://www.youtube.com/watch?v=-dmJSLNgjxo">https://www.youtube.com/watch?v=-dmJSLNgjxo</a>  Community Health Nursing  <a href="https://www.youtube.com/watch?v=FOzB0dO_6g0">https://www.youtube.com/watch?v=FOzB0dO_6g0</a>  Health Care Delivery System  <a href="https://www.youtube.com/watch?v=1xqcb4am4yc">https://www.youtube.com/watch?v=1xqcb4am4yc</a>  Communicable Diseases  <a href="https://www.youtube.com/watch?v=3IBLxzpasFE">https://www.youtube.com/watch?v=3IBLxzpasFE</a>  Non-Communicable Diseases  <a href="https://www.youtube.com/watch?v=uGHwpg-fJvc">https://www.youtube.com/watch?v=uGHwpg-fJvc</a></p>
<b>Course Duration</b>	2 <sup>nd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>6. Classroom Discussion/Graded Recitation</li> <li>7. Quizzes</li> <li>8. Hand-outs and Sheets, PowerPoint presentation through LCD Projector</li> <li>9. Mid-Term and Final Examinations</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Describe the nature, history, philosophy and scope of community Nursing;</li> <li>2. Define community health nursing and related concepts/terms;</li> <li>3. Explain the roles/ functions and responsibilities of nurses in community health nursing practice</li> </ol>





	<ol style="list-style-type: none"> <li>4. Identify health needs of the individual, families, community and population groups considering the environmental, political, economic, and socio-cultural situation.</li> <li>5. Ensures good documentation and accuracy of recording and reporting system in consonance with quality nursing service in the community setting.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Apply the concepts and principles of Primary Health Care in the context of Community Health Nursing.</li> <li>2. Integrate the process of community assessment for health problems that affect the individual, family and community.</li> <li>3. Design a comprehensive health program appropriate to the community based on proper community health needs assessment.</li> <li>4. Identify current trends affecting the health care system to design better ways of providing optimum nursing services in the community setting</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Relate importance of promotive, preventive and rehabilitative professional nursing functions in maintaining optimal health of individuals, families, population groups and or vulnerable/at risk groups at the community level.</li> <li>2. Utilize critical thinking process and problem solving skills in the process of community assessment and the design of health programs.</li> <li>3. Demonstrate mastery of essential professional nursing skills for safe patient/client care in the community setting</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Generate positive and appropriate attitudes towards holistic care to individuals, families, the community and population groups/ vulnerable or at-risk groups through quality community health nursing practice.</li> <li>2. Use different theories and models from the natural and behavioral sciences, as well as humanities as they relate to individual, family, community and population groups.</li> </ol> <p>Apply interpersonal communication and ethical skills in caring for clients in the community at different settings.</p>
<b>Course Assessments</b>	Attendance (10%) Concept Mapping/ Case Analysis (10%) Quizzes/Mid-Term Examination (30%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Introduction to community nursing.</li> <li>2. Foundation of community health nursing</li> <li>3. Concepts and Definitions</li> <li>4. Principles of Community Health Nursing</li> <li>5. Roles, Functions and Responsibilities of a Community Health Nurse</li> <li>6. Clients of Care <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Family</li> <li>c. Community</li> <li>d. Population Groups/Vulnerable and at-risk groups</li> </ol> </li> </ol>





	<ul style="list-style-type: none"> <li>7. Community Health Development Concepts, Principles and Strategies</li> <li>8. Primary Health Care</li> <li>9. Health Care Delivery System</li> <li>10. Health Promotion/Disease Prevention/Health Maintenance</li> <li>11. Concepts, definitions and principles</li> <li>12. Levels of Prevention</li> <li>13. Theories of Health promotion</li> <li>14. Disease Prevention</li> <li>15. Communicable Disease (Viral Hepatitis, HIV-AIDS, STD, CARI)</li> <li>16. Non-Communicable Disease (Cardiovascular Diseases, Cancer, Diabetes Mellitus, COPD)</li> </ul>
<b>Session 1 (Week 1)</b>	<ul style="list-style-type: none"> <li>1. Introduction to community nursing.</li> <li>2. Foundation of community health nursing</li> <li>3. Concepts and Definitions</li> </ul>
<b>Session 2 (Week 2)</b>	<ul style="list-style-type: none"> <li>4. Principles of Community Health Nursing</li> <li>5. Roles, Functions and Responsibilities of a Community Health Nurse</li> </ul>
<b>Session 3 (Week 3)</b>	<ul style="list-style-type: none"> <li>6. Clients of Care <ul style="list-style-type: none"> <li>a. Individual</li> <li>b. Family</li> <li>c. Community</li> <li>d. Population Groups/Vulnerable and at-risk groups</li> </ul> </li> <li>7. Community Health Development Concepts, Principles and Strategies</li> </ul>
<b>Session 4 (Week 4)</b>	<ul style="list-style-type: none"> <li>8. Primary Health Care</li> <li>9. Health Care Delivery System</li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>10. Health Promotion/Disease Prevention/Health Maintenance</li> <li>11. Concepts, definitions and principles</li> </ul>
<b>Session 6 (Week 6)</b>	<ul style="list-style-type: none"> <li>12. Levels of Prevention</li> <li>13. Theories of Health promotion</li> </ul>
<b>Session 7 (Week 7)</b>	<ul style="list-style-type: none"> <li>Theories of Health promotion – continuation/ review</li> <li>14. Disease Prevention</li> </ul>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Communicable Disease-Viral Hepatitis
<b>Session 10 (Week 10)</b>	Communicable Disease-Human Immunodeficiency Virus
<b>Session 11 (Week 11)</b>	Communicable Disease-Sexually Transmitted Diseases
<b>Session 12 (Week 12)</b>	Non-Communicable Disease - cardiovascular diseases
<b>Session 13 (Week 13)</b>	Non-Communicable Disease-Cancer and Chronic Obstructive Pulmonary Disease
<b>Session 14 (Week 14)</b>	Non-Communicable Disease-Diabetes Mellitus
<b>Session 15 (Week 15)</b>	Review Classes for Final Examinations
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ul style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> </ul>





	<p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## COMMUNICATION SKILLS 2

1	<b>Course name</b>	COMMUNICATION SKILLS 2
2	<b>Course Code</b>	LANG 202LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS (LECTURE)
6	<b>Pre-requisite requirements</b>	COMMUNICATION SKILLS 1
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

<b>Brief Description:</b>	The course is designed to develop and enhance the students' reading and comprehension abilities through activities and in given situations in the field of Nursing. The course focuses on technical writing and correct use of grammar in writing and includes filling up different data forms of patients used in the hospital.
<b>Textbooks required for this Course:</b>	<p>Moss, B., 2020. Communication Skills in Nursing, Health and Social Care. 5<sup>th</sup> Ed. Sage. ISBN-13: 978-1526490155; ISBN-10: 1526490153.</p> <p>Riley, J.B., 2019. Communication in nursing. Elsevier Health Sciences. 9<sup>th</sup> Ed. ISBN-13: 978-0323625487; ISBN-10: 0323625487.</p>





Webb, L. (ed.), 2019. Communication Skills in Nursing Practice. 1<sup>ST</sup> Ed. SAGE. ISBN-13: 978-1526489371; ISBN-10: 1526489376.

Lester, Mark and Larry Benson. 2018. McGraw-Hill Handbook of English Grammar and Usage, 3<sup>rd</sup> Ed. McGraw-Hill Education. ISBN-13: 978-1260121674; ISBN-10: 1260121674.

Kurtz, S., Silverman, J., Draper, J., van Dalen, J. and Platt, F.W., 2017. Teaching and learning communication skills in medicine. CRC press. ISBN-13: 9781315378398.

Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.

Wood, Thomas A.M.LL.B. 2015. Practical Grammar and Composition. Create Space Independent Publishing Platform. ISBN-13: 978-1519368751; ISBN-10: 1519368755.

Orey, Maureen. 2014. Communication Skills Training. Association for Talent Development. ISBN-13: 978-1562869656; ISBN-10: 1562869655.

McCloud, Ace. 2014. Communication Skills: Discover the Best Ways to Communicate, Be Charismatic, Use Body Language, Persuade, and Be a Great Conversationalist (Communication Language, Social Skills, Persuasion Skills). Create Space Independent Publishing Platform. ISBN-13: 978-1502711540; ISBN-10: 1502711540.

Allum, Virginia and McGarr, Patricia. Cambridge English for Nursing Intermediate Plus Student's Book with Audio CDs (2) (Cambridge Professional English). 2010. Cambridge University Press. ISBN-13: 978-0521141338; ISBN-10: 0521141338.

Glendinning, Eric H. & Ron Howard. 2009. Professional English in Use Medicine, South Asian Edition. Cambridge University Press. ISBN-13: 978-0521144384; ISBN-10: 0521144388.

Communication Skills

<https://www.youtube.com/watch?v=H2iextMiAx4>

Elements of Communication

<https://www.youtube.com/watch?v=1p9HxoWhboM>

The English Alphabet for Arab Students

<https://www.youtube.com/watch?v=OWx16Glu3Go>

Vowels and Consonants

<https://www.youtube.com/watch?v=gFBDxf-p0IE>





	<p>Occupational English Test-Writing for Nurses  <a href="https://www.youtube.com/watch?v=5eSHP78YMHS">https://www.youtube.com/watch?v=5eSHP78YMHS</a></p> <p>Occupational English Test-Reading for Nurses  <a href="https://www.youtube.com/watch?v=CTjeMkelqjl">https://www.youtube.com/watch?v=CTjeMkelqjl</a></p> <p>Occupational English Test-Listening for Nurses  <a href="https://www.youtube.com/watch?v=fCl6qjPDssQ">https://www.youtube.com/watch?v=fCl6qjPDssQ</a></p> <p>Occupational English Test-Speaking for Nurses  <a href="https://www.youtube.com/watch?v=fExtyr1W2GE">https://www.youtube.com/watch?v=fExtyr1W2GE</a></p>
<b>Course Duration</b>	2 <sup>nd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitation</li> <li>2. Essay Writing/Hand-outs/Sheets</li> <li>3. Quiz, Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>a. Describe basic skills that would develop their communicative competence.</li> <li>b. Be introduced to the vowel and consonant sounds with correct pronunciation.</li> <li>c. Understanding simple words both spoken and written.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>a. Define communications and its element.</li> <li>b. Identify the simple vowel and some consonant sounds on its correct pronunciation.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>a. Understand and accomplish assignments from the lesson presented</li> <li>b. Improving vocabulary and expression using communication skills</li> <li>c. Discuss with different exercises</li> </ol> <p>G.C.4. General and transferable skills, Ideas expression with the correct usage of sounds</p>
<b>Course Assessments</b>	<ol style="list-style-type: none"> <li>10. Classroom Discussion</li> <li>11. Quizzes</li> <li>12. Hand-outs and sheets</li> <li>13. Graded Recitation</li> <li>14. Mid-Term and Final Examinations</li> </ol>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Introduction: know each other activities <ol style="list-style-type: none"> <li>a. Presentation of Communication Skills</li> </ol> </li> <li>2. Elements of communication</li> <li>3. Pronunciation-English Alphabet, introduction to vowel sounds</li> <li>4. The sound of Consonant words</li> <li>5. Application of Communication Skills: <ol style="list-style-type: none"> <li>a. Our homes, Things we do</li> </ol> </li> <li>6. Application of Communication Skills: <ol style="list-style-type: none"> <li>a. Food, Family</li> </ol> </li> <li>7. Application of Communication Skills: <ol style="list-style-type: none"> <li>a. Colors, clothes</li> </ol> </li> <li>8. Application of Communication Skills: <ol style="list-style-type: none"> <li>a. Going Shopping</li> </ol> </li> <li>9. Application of Communication Skills:</li> </ol>





	<ul style="list-style-type: none"> <li>a. How much Activity</li> <li>10. Application of Communication Skills: <ul style="list-style-type: none"> <li>a. Things we like doing</li> </ul> </li> <li>11. Practicum in writing, reading, listening and speech enhancement</li> </ul>
<b>Session 1 (Week 1)</b>	<ul style="list-style-type: none"> <li>1. Introduction: know each other activities <ul style="list-style-type: none"> <li>a. Presentation of Communication Skills</li> </ul> </li> <li>2. Elements of communication</li> </ul>
<b>Session 2 (Week 2)</b>	<ul style="list-style-type: none"> <li>3. Pronunciation-English Alphabet, introduction to vowel sounds</li> <li>4. The sound of Consonant words</li> </ul>
<b>Session 3 (Week 3)</b>	<ul style="list-style-type: none"> <li>5. Application of Communication Skills: <ul style="list-style-type: none"> <li>a. Our homes, Things we do</li> </ul> </li> <li>6. Application of Communication Skills: <ul style="list-style-type: none"> <li>a. Food, Family</li> </ul> </li> </ul>
<b>Session 4 (Week 4)</b>	<ul style="list-style-type: none"> <li>7. Application of Communication Skills: <ul style="list-style-type: none"> <li>a. Colors, clothes</li> <li>b. Going Shopping</li> </ul> </li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>1. Application of Communication Skills: <ul style="list-style-type: none"> <li>a. How much Activity</li> <li>b. Things we like doing</li> </ul> </li> </ul>
<b>Session 6 (Week 6)</b> <b>Session 7 (Week 7)</b>	Practicum in Writing Skills Related to Nursing Occupation
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b> <b>Session 10 (Week 10)</b>	Practicum in Reading Skills Related to Nursing Occupation
<b>Session 11 (Week 11)</b> <b>Session 12 (Week 12)</b>	Practicum in Speaking Skills Related to Nursing Occupation
<b>Session 13 (Week 13)</b> <b>Session 14 (Week 14)</b>	Practicum in Listening Skills Related to Nursing Occupation
<b>Session 15 (Week 15)</b>	Review Classes and Preparation for Final Examinations
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ul style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ul>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.





<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.
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## STRATEGIES IN HEALTH EDUCATION

1	<b>Course name</b>	STRATEGIES IN HEALTH EDUCATION
2	<b>Course Code</b>	EDUC 201LY
3	<b>Course type:</b> <i>/general/specialty/optional</i>	SPECIALTY
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	HEALTH ASSESSMENT FUNDAMENTALS OF NURSING
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

<b>Brief Description:</b>	This course deals with the concepts, principles, and strategies of clinical and classroom teachings. It provides critical thinking activities for students to apply concept of learning and teaching to appreciate nurse's role as a teacher in various settings. It further develops beginning skills in applying teaching plan in classroom settings and in Related Learning Experience.
<b>Textbooks required for this Course:</b>	<p>Fornari, A. and Shah, D.T. eds., 2022. Mentoring In Health Professions Education: Evidence-Informed Strategies Across the Continuum. Springer Nature. ISBN-13: 978-3030869342; ISBN-10: 3030869342.</p> <p>Benes, S. and Alperin, H., 2021. The essentials of teaching health education: Curriculum, instruction, and assessment. 2<sup>nd</sup> Ed. Human Kinetics. ISBN-13: 978-1492593560; ISBN-10: 1492593567.</p> <p>Cottrell, R.R., Seabert, D., Spear, C. and McKenzie, J.F., 2021. Principles of Health Education and Promotion. 8<sup>th</sup> Ed. Jones &amp; Bartlett Learning. ISBN-13: 978-1284231250; ISBN-10: 1284231259.</p> <p>Bradshaw, Martha., Hultquist, Beth L. and Hagle Debra. 2019. Innovative Teaching Strategies in Nursing and Related Health Professions 8th Edition.</p>





	<p>Jones and Bartlett Learning. ISBN-13:978-1284170177; ISBN-10: 1284170179.</p> <p>Education in Health Care  <a href="https://www.youtube.com/watch?v=fkHYMiq5czE">https://www.youtube.com/watch?v=fkHYMiq5czE</a></p> <p>Bachelor of Science in Nursing  <a href="https://www.youtube.com/watch?v=q10yE42YOg8">https://www.youtube.com/watch?v=q10yE42YOg8</a></p> <p>Master's Degree in Nursing  <a href="https://www.youtube.com/watch?v=v87pX-sLEoE">https://www.youtube.com/watch?v=v87pX-sLEoE</a></p> <p>Nurse Educator  <a href="https://www.youtube.com/watch?v=yY6F0oR7JOc">https://www.youtube.com/watch?v=yY6F0oR7JOc</a></p> <p>Roles of A Nurse Educator  <a href="https://www.youtube.com/watch?v=IIDZt2YbQJY">https://www.youtube.com/watch?v=IIDZt2YbQJY</a></p> <p>Data Science in Health Care  <a href="https://www.youtube.com/watch?v=4FY3E3r8Gj4">https://www.youtube.com/watch?v=4FY3E3r8Gj4</a>  <a href="https://www.youtube.com/watch?v=7CN4NMp6pKU">https://www.youtube.com/watch?v=7CN4NMp6pKU</a></p> <p>Health Education/Patient Teaching  <a href="https://www.youtube.com/watch?v=9t7zTFxqxpI">https://www.youtube.com/watch?v=9t7zTFxqxpI</a></p>
<b>Course Duration</b>	2 <sup>nd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Explain the roles and function of a professional nurse.</li> <li>2. Identify the differences between effective and ineffective teaching.</li> <li>3. Discuss the purpose, advantages and disadvantages of traditional teaching strategies.</li> <li>4. Discuss the preparation, planning and conducting a class.</li> <li>5. Emphasize the importance of course outline or syllabus.</li> <li>6. Discuss the importance of the use of computer teaching strategy.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Develop interpersonal skills that find good relationships with the learner.</li> <li>2. Develop professional competence a thorough knowledge of subject matter.</li> <li>3. Motivate learners to use learning principles.</li> <li>4. Assess the extent to which the learner is ready to learn.</li> <li>5. Develop an instructional design to meet the learning needs of clients.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Apply principles and strategies of health education in assisting clients to promote and maintain their health.</li> <li>2. Render nursing care, skills and maintain attitude of respect for the broad range of cultural difference and their importance to individuals</li> <li>3. Apply psychomotor skills to promote patient healing and comfort.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Promote personal and professional growth.</li> </ol>





	2. Demonstrate as effective nurse teacher in different setting for providing high quality care and high quality education.
<b>Course Assessments</b>	Attendance (20%) Quizzes/Mid-Term Examination (30%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Orientation on the course and course requirements as well as classroom policies and grading system</li> <li>2. Perspective on Teaching and Learning <ol style="list-style-type: none"> <li>a. Overview of Education on Health Care</li> <li>b. Education Process versus Nursing Process</li> <li>c. Role of a Nurse as a Health Educator</li> <li>d. Principles of Good Teaching Practice in Undergraduate</li> </ol> </li> <li>3. Planning and Conducting Classes <ol style="list-style-type: none"> <li>a. Planning Sequence</li> <li>b. Selecting Teaching Methods</li> <li>c. Choosing a textbook/references</li> <li>d. Conducting the class</li> </ol> </li> <li>4. Characteristics of the Learner <ol style="list-style-type: none"> <li>a. Motivation and Behavior Change</li> <li>b. Learner's Characteristics</li> <li>c. Planning for Learning</li> <li>d. Motivation and Behavior Change Theories</li> </ol> </li> <li>5. Qualities of effective Teaching in Nursing Professional Competence <ol style="list-style-type: none"> <li>a. Interpersonal Relationships with Students</li> <li>b. Personal Characteristics</li> <li>c. Teaching Practices</li> <li>d. Evaluation Practices</li> <li>e. Availability to students</li> </ol> </li> <li>6. Multicultural Aspects of Learning <ol style="list-style-type: none"> <li>a. Learning About Culture</li> <li>b. Cultural Diversity</li> <li>c. Approaches to promoting cultural knowledge for competency for nurses and teachers</li> <li>d. Definition of cultural competence, cultural awareness, ethnocentrism, ethno-relativism</li> </ol> </li> <li>7. Traditional Teaching Strategies</li> <li>8. Lecturing <ol style="list-style-type: none"> <li>a. Purposes of Lecturing</li> <li>b. Advantages of Lecture Method</li> <li>c. Disadvantages of Lecture Method</li> </ol> </li> <li>9. Types of Lecture Discussion <ol style="list-style-type: none"> <li>a. Purposes of Discussion</li> <li>b. Advantages of Discussion</li> <li>c. Disadvantages of Discussion</li> <li>d. Types of Discussion</li> <li>e. Techniques to Facilitate Effective Discussion</li> </ol> </li> <li>10. Questioning <ol style="list-style-type: none"> <li>a. Types of Questions</li> </ol> </li> <li>11. Using Audiovisuals</li> </ol>



	<ul style="list-style-type: none"> <li>a. Types of Traditional Audiovisual</li> <li>12. Interactive Lecture</li> <li>13. Computer Teaching Strategies <ul style="list-style-type: none"> <li>a. Computer Technology and Learning</li> <li>b. Advantages of computer instruction</li> <li>c. Primary Uses of Internet</li> <li>d. Distance Learning</li> <li>e. Advantages of Online Courses</li> <li>f. Disadvantages of Online Courses</li> <li>g. Distance Learning</li> <li>h. Advantages and Disadvantages of distance Learning</li> <li>i. Clinical Education in Distance learning</li> <li>j. Distance learning via the Internet</li> </ul> </li> <li>14. Teaching Psychomotor Skills <ul style="list-style-type: none"> <li>a. Learning Psychomotor skills</li> <li>b. Approaches to Teaching Skills</li> <li>c. Assessment of Psychomotor Skill Learning</li> <li>d. Phases of Skill learning</li> <li>e. Elements of Effective Skill Demonstration</li> </ul> </li> <li>15. Clinical Teaching <ul style="list-style-type: none"> <li>a. Purpose of the Clinical Laboratory</li> <li>b. Models of Clinical teaching</li> <li>c. Preparation for Clinical Instruction</li> <li>d. Conducting a Clinical Laboratory Session</li> <li>e. Evaluating Learner Progress</li> <li>f. Clinical Evaluation Tools</li> </ul> </li> <li>16. Assessing and Evaluating Learning <ul style="list-style-type: none"> <li>a. Classroom assessment</li> <li>b. Evaluation of Learning</li> <li>c. Test Item Analysis</li> <li>d. Type of Examination questions</li> </ul> </li> </ul>
<b>Session 1 (Week 1)</b>	<ul style="list-style-type: none"> <li>1. Orientation on the course and course requirements as well as classroom policies and grading system</li> <li>2. Perspective on Teaching and Learning <ul style="list-style-type: none"> <li>a. Overview of Education on Health Care</li> <li>b. Education Process versus Nursing Process</li> <li>c. Role of a Nurse as a Health Educator</li> <li>d. Principles of Good Teaching Practice in Undergraduate</li> </ul> </li> <li>3. Planning and Conducting Classes <ul style="list-style-type: none"> <li>a. Planning Sequence</li> <li>b. Selecting Teaching Methods/conducting class</li> <li>c. Choosing a textbook/reference</li> </ul> </li> </ul>
<b>Session 2 (Week 2)</b>	<ul style="list-style-type: none"> <li>4. Characteristics of the Learner <ul style="list-style-type: none"> <li>a. Motivation and Behavior Change</li> <li>b. Learner's Characteristics</li> <li>c. Planning for Learning</li> <li>d. Motivation and Behavior Change Theories</li> </ul> </li> <li>5. Qualities of effective Teaching in Nursing Professional Competence <ul style="list-style-type: none"> <li>a. Interpersonal Relationships with Students</li> <li>b. Personal Characteristics</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>c. Teaching Practices</li> <li>d. Evaluation Practices</li> <li>e. Availability to students</li> </ul>
<b>Session 3 (Week 3)</b>	<ul style="list-style-type: none"> <li>6. Multicultural Aspects of Learning <ul style="list-style-type: none"> <li>a. Learning About Culture</li> <li>b. Cultural Diversity</li> <li>c. Approaches to promoting cultural knowledge for competency for nurses and teachers</li> <li>d. Definition of cultural competence, cultural awareness, ethnocentrism, ethnorelativism</li> </ul> </li> </ul>
<b>Session 4 (Week 4)</b>	<ul style="list-style-type: none"> <li>7. Traditional Teaching Strategies</li> <li>8. Lecturing <ul style="list-style-type: none"> <li>a. Purposes of Lecturing</li> <li>b. Advantages of Lecture Method</li> <li>c. Disadvantages of Lecture Method</li> </ul> </li> <li>9. Types of Lecture Discussion <ul style="list-style-type: none"> <li>a. Purposes of Discussion</li> <li>b. Advantages of Discussion</li> <li>c. Disadvantages of Discussion</li> <li>d. Types of Discussion</li> <li>e. Techniques to Facilitate Effective Discussion</li> </ul> </li> <li>10. Questioning <ul style="list-style-type: none"> <li>a. Types of Questions</li> </ul> </li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>11. Using Audiovisuals <ul style="list-style-type: none"> <li>a. Types of Traditional Audiovisual</li> </ul> </li> <li>12. Interactive Lecture</li> <li>13. Computer Teaching Strategies <ul style="list-style-type: none"> <li>a. Computer Technology and Learning</li> <li>b. Advantages of computer instruction</li> <li>c. Primary Uses of Internet</li> <li>d. Distance Learning</li> <li>e. Advantages of Online Courses</li> <li>f. Disadvantages of Online Courses</li> <li>g. Distance Learning</li> <li>h. Advantages and Disadvantages of distance Learning</li> <li>i. Clinical Education in Distance learning</li> <li>j. Distance learning via the Internet</li> </ul> </li> </ul>
<b>Session 6 (Week 6)</b>	<ul style="list-style-type: none"> <li>14. Teaching Psychomotor Skills <ul style="list-style-type: none"> <li>a. Learning Psychomotor skills</li> <li>b. Approaches to Teaching Skills</li> <li>c. Assessment of Psychomotor Skill Learning</li> <li>d. Phases of Skill learning</li> <li>e. Elements of Effective Skill Demonstration</li> </ul> </li> </ul>
<b>Session 7 (Week 7)</b>	<ul style="list-style-type: none"> <li>15. Clinical Teaching <ul style="list-style-type: none"> <li>a. Purpose of the Clinical Laboratory</li> <li>b. Models of Clinical teaching</li> <li>c. Preparation for Clinical Instruction</li> <li>d. Conducting a Clinical Laboratory Session</li> <li>e. Evaluating Learner Progress</li> <li>f. Clinical Evaluation Tools</li> </ul> </li> </ul>





<b>Session 8 (Week 8)</b>	<b>Midterm Exam</b>
<b>Session 9 (Week 9)</b> ..... <b>Session 14 (Week 14)</b>	16. Assessing and Evaluating Learning a. Classroom assessment b. Evaluation of Learning c. Test Item Analysis d. Type of Examination questions - REVIEW TOPICS FOR FINAL EXAMINATION
<b>Session 16 (Week 16)</b>	<b>Final Exam</b>
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## NURSING ETHICS AND JURISPRUDENCE

1	<b>Course name</b>	NURSING ETHICS AND JURISPRUDENCE
2	<b>Course Code</b>	NURS 206LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	3 UNITS
5	<b>Educational hours</b>	48 HOURS
6	<b>Pre-requisite requirements</b>	NONE





7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016
<b>Brief Description:</b>		This course deals with the application of ethico-moral and legal concepts and principles to issues that affect the practice of nursing. These provide the basis for appropriate decision making given varied situations, to prepare the learner to render effective, efficient and safe nursing care. Furthermore, related learning experiences provide opportunities to concretize commitment to nursing. The critical thinking process shall be used in the unit with the objective of developing the intellectual capacity to conceptualize and contextualize what students know about particular ethical-moral and legal issues.
<b>Textbooks required for this Course:</b>		<p>Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5<sup>TH</sup> Ed. Jones and Bartlett Learning. ISBN-13: 979- 8490250258.</p> <p>Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3<sup>rd</sup> Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.</p> <p>Westrick, Susan J. 2013. Essentials of Nursing Law and Ethics, 2<sup>nd</sup> Ed. Jones and Barlett Learning. ISBN-13: 978-1284030204; ISBN-10: 1284030202.</p> <p>Ethics  <a href="https://www.youtube.com/watch?v=Rr7U49RPpTs">https://www.youtube.com/watch?v=Rr7U49RPpTs</a>          Bioethics  <a href="https://www.youtube.com/watch?v=cY-7gwnWESk">https://www.youtube.com/watch?v=cY-7gwnWESk</a>          Ethics in Health Care  <a href="https://www.youtube.com/watch?v=eFxQfHOnVVc">https://www.youtube.com/watch?v=eFxQfHOnVVc</a>          Legal and Ethical Issues in Health Care  <a href="https://www.youtube.com/watch?v=ciXXKc0Ho1U">https://www.youtube.com/watch?v=ciXXKc0Ho1U</a>          Informed Consent  <a href="https://www.youtube.com/watch?v=fnTIPqToQ_A">https://www.youtube.com/watch?v=fnTIPqToQ_A</a></p>
<b>Course Duration</b>		2 <sup>nd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>		<ol style="list-style-type: none"> <li>1. Classroom Discussion</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>		<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Explain the concepts, theories and principles of bioethics in nursing and health.</li> <li>2. Apply relevant bioethical principles in nursing and health related situations.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Utilize critical thinking process that shall be used in the unit with the objective of developing the intellectual capacity to conceptualize and</li> </ol>



	<p>contextualize what students know about particular ethical-moral and legal issues.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>2. Demonstrate ethico-moral responsibilities in the care of individual family and community.</li> <li>3. Observe bioethical principles, core values, and standards of nursing practice.</li> </ol> <p>G.C.4. General and transferable skills</p> <ol style="list-style-type: none"> <li>1. Promote personal and professional growth</li> </ol>
<b>Course Assessments</b>	<p>Attendance (20%)</p> <p>Quizzes/Mid-Term Examination (30%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Definition of terms</li> <li>2. Ethics</li> <li>3. Biology</li> <li>4. Health ethics</li> <li>5. Professional ethics</li> <li>6. Prevalence of Bioethical issues <ol style="list-style-type: none"> <li>a. Abortion</li> <li>b. Euthanasia</li> <li>c. Suicide</li> <li>d. Determination of death</li> <li>e. Biological and Clinical death</li> </ol> </li> <li>7. The Human Person <ol style="list-style-type: none"> <li>a. Personhood</li> <li>b. Human act and Act of Man</li> </ol> </li> <li>8. Types of Ethical Thoughts <ol style="list-style-type: none"> <li>a. Cantian Law</li> <li>b. Rawl's ethics</li> <li>c. St. Thomas Aquinas</li> <li>d. Ross ethics</li> <li>e. Actual primacies duty <ol style="list-style-type: none"> <li>i. Duty of fidelity</li> <li>ii. Duty of reparation</li> <li>iii. Duty of gratitude</li> <li>iv. Duty justice</li> <li>v. Duty of beneficence</li> <li>vi. Duty of improvement</li> <li>vii. Duty of non - maleficence</li> </ol> </li> </ol> </li> <li>9. The Calling of Health Care Provider <ol style="list-style-type: none"> <li>a. the health care profession</li> <li>b. the client</li> <li>c. the health care provider</li> <li>d. health care provider client-relationship</li> </ol> </li> <li>10. The Qualities and responsibilities of a Good health care provider to the client, society and its profession.</li> <li>11. Virtues, Vices and Habits of Health Care Provider <ol style="list-style-type: none"> <li>a. Virtue</li> <li>b. Vices</li> <li>c. Habit</li> </ol> </li> </ol>





- i. Types of good habit
    - ii. Types of bad habit
  - d. Virtues of health Care Provider
    - i. Fidelity
    - ii. Honesty
    - iii. Integrity
    - iv. Humility
    - v. Respect
    - vi. Compassion
    - vii. Prudence
    - viii. Courage
- 12. Major Bioethical Principles
  - a. respect for person and justice
  - b. non - maleficence
  - c. beneficence
  - d. autonomy
  - e. Fidelity
  - f. Veracity
- 13. Application of bioethical principles to the care of the sick
  - a. Functions of informed consent
    - i. Protective
    - ii. Participative
  - b. Rights of the patient
- 14. Professional and Personal Development
  - a. Ethics moral aspect of nursing
  - b. International Council of Nursing (ICN)
- 15. Legal Aspects of nursing
  - a. Legal responsibilities of nurses
  - b. Other laws affecting nursing
  - c. Profession and the nurse
  - d. Malpractice and Negligence act
  - e. Contract/wills
  - f. Testaments
  - g. Legal protection in the nursing service

**Session 1 (Week 1)**

- 1. Definition of terms
- 2. Ethics
- 3. Biology
- 4. Health ethics
- 5. Professional ethics
- 6. Prevalence of Bioethical issues
  - a. Abortion
  - b. Euthanasia
  - c. Suicide
  - d. Determination of death
  - e. Biological and Clinical death

**Session 2 (Week 2)**

- 7. The Human Person
  - a. Personhood
  - b. Human act and Act of Man
- 8. Types of Ethical Thoughts
  - a. Cantian Law



	<ul style="list-style-type: none"> <li>b. Rawl's ethics</li> <li>c. St. Thomas Aquinas</li> <li>d. Ross ethics</li> <li>e. Actual primacies duty <ul style="list-style-type: none"> <li>i. Duty of fidelity</li> <li>ii. Duty of reparation</li> <li>iii. Duty of gratitude</li> <li>iv. Duty justice</li> <li>v. Duty of beneficence</li> <li>vi. Duty of improvement</li> <li>vii. Duty of non - maleficence</li> </ul> </li> </ul>
<b>Session 3 (Week 3)</b>	<ul style="list-style-type: none"> <li>9. The Calling of Health Care Provider <ul style="list-style-type: none"> <li>a. the health care profession</li> <li>b. the client</li> <li>c. the health care provider</li> <li>d. health care provider client-relationship</li> </ul> </li> <li>10. The Qualities and responsibilities of a Good health care provider to the client, society and its profession</li> </ul>
<b>Session 4 (Week 4)</b>	<ul style="list-style-type: none"> <li>11. Virtues, Vices and Habits of Health Care Provider <ul style="list-style-type: none"> <li>a. Virtue</li> <li>b. Vices</li> <li>c. Habit <ul style="list-style-type: none"> <li>i. Types of good habit</li> <li>ii. Types of bad habit</li> </ul> </li> <li>d. Virtues of health Care Provider <ul style="list-style-type: none"> <li>i. Fidelity</li> <li>ii. Honesty</li> <li>iii. Integrity</li> <li>iv. Humility</li> <li>v. Respect</li> <li>vi. Compassion</li> <li>vii. Prudence</li> <li>viii. Courage</li> </ul> </li> </ul> </li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>12. Major Bioethical Principles <ul style="list-style-type: none"> <li>a. respect for person and justice</li> <li>b. non - maleficence</li> <li>c. beneficence</li> <li>d. autonomy</li> <li>e. Fidelity</li> <li>f. Veracity</li> </ul> </li> </ul>
<b>Session 6 (Week 6)</b>	<ul style="list-style-type: none"> <li>13. Application of bioethical principles to the care of the sick <ul style="list-style-type: none"> <li>a. Functions of informed consent <ul style="list-style-type: none"> <li>i. Protective</li> <li>ii. Participative</li> </ul> </li> <li>b. Rights of the patient</li> </ul> </li> </ul>
<b>Session 7 (Week 7)</b>	<ul style="list-style-type: none"> <li>14. Professional and Personal Development <ul style="list-style-type: none"> <li>a. Ethico moral aspect of nursing</li> <li>b. International Council of Nursing (ICN)</li> </ul> </li> </ul>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	15. Legal Aspects of nursing





	a. Legal responsibilities of nurses
Session 10 (Week 10)	15. Legal Aspects of nursing b. Other laws affecting nursing
Session 11 (Week 11)	15. Legal Aspects of nursing c. Profession and the nurse
Session 12 (Week 12)	15. Legal Aspects of nursing d. Malpractice and Negligence act
Session 13 (Week 13)	15. Legal Aspects of nursing e. Contract/wills f. Testaments
Session 14 (Week 14)	15. Legal Aspects of nursing g. Legal protection in the nursing service
Session 15 (Week 15)	Review Classes for Final Exams
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## ADULT NURSING 1

1	Course name	ADULT NURSING 1
2	Course Code	NURS 301LY
3	Course type: /general/specialty/optional	SPECIALTY





4	Accredited units	4 UNITS
5	Educational hours	64 HOURS
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1& 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING PATHOPHYSIOLOGY GROWTH AND DEVELOPMENT
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:**

This course aims to teach the students the principles and techniques of nursing care management of sick clients across lifespan with emphasis on the adult and the older person, population group in any setting with alterations or problems in Cardiovascular, Pulmonary, and Renal System and Fluid and Electrolytes Imbalance. At the end of the course and given specific situations, conditions, the nursing student should be able to apply the nursing process in the care of patients with problems of Cardiovascular, Pulmonary, and Renal System and Fluid and Electrolytes Imbalance.

**Textbooks required for this Course:**

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9<sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.

Berman, A.T., Shirlee Snyder, and GERALYN FRANDSEN. 2021. Kozier and Erb's Fundamentals of Nursing, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793  
ISBN-10: 129235979X.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.

Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15<sup>th</sup> Ed. Lippincott, Williams & Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.

Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.

Black, Joyce and Jane Jawks. 2008. Medical-Surgical Nursing: Clinical Management for Positive Outcomes, 8<sup>th</sup> Ed. Saunders. ISBN-13: 978-1416046875; ISBN-10: 1416046879.

Angina Pectoris





	<a href="https://www.youtube.com/watch?v=zD9aXZY0pdY">https://www.youtube.com/watch?v=zD9aXZY0pdY</a> Angina Pectoris Nursing Management <a href="https://www.youtube.com/watch?v=HoMbbD5qr8E">https://www.youtube.com/watch?v=HoMbbD5qr8E</a> Myocardial Infarction <a href="https://www.youtube.com/watch?v=lfNnjjqLMOQ">https://www.youtube.com/watch?v=lfNnjjqLMOQ</a> Myocardial Infarction Care Plan <a href="https://www.youtube.com/watch?v=7ThaercS7n4">https://www.youtube.com/watch?v=7ThaercS7n4</a> Congestive Heart Failure <a href="https://www.youtube.com/watch?v=ypYI_lmLD7g">https://www.youtube.com/watch?v=ypYI_lmLD7g</a> Congestive Heart Failure <a href="https://www.youtube.com/watch?v=Oc9e-9HEsOE">https://www.youtube.com/watch?v=Oc9e-9HEsOE</a> COPD <a href="https://www.youtube.com/watch?v=AF6HiLGUcg0">https://www.youtube.com/watch?v=AF6HiLGUcg0</a> COPD Nursing Interventions <a href="https://www.youtube.com/watch?v=k3XdcPQ19Z8">https://www.youtube.com/watch?v=k3XdcPQ19Z8</a> Acute Renal Failure <a href="https://www.youtube.com/watch?v=GHshZSCbtOk">https://www.youtube.com/watch?v=GHshZSCbtOk</a> Chronic Renal Failure <a href="https://www.youtube.com/watch?v=Hwl8WubnO-M">https://www.youtube.com/watch?v=Hwl8WubnO-M</a> Hemodialysis and Peritoneal Dialysis <a href="https://www.youtube.com/watch?v=ONHN5YgBJyQ">https://www.youtube.com/watch?v=ONHN5YgBJyQ</a> Fluid and Electrolyte Imbalance <a href="https://www.youtube.com/watch?v=-PaHC8fle00">https://www.youtube.com/watch?v=-PaHC8fle00</a>
<b>Course Duration</b>	3 <sup>rd</sup> Year, 1st Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Laboratory works</li> <li>4. Mid-Term and Final Examinations</li> <li>5. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>6. White board and markers</li> </ol>
<b>Course Objectives:</b>	G.C.1. Knowledge and understanding: <ol style="list-style-type: none"> <li>1. Describe the significance of lifestyle in etiology of cardiopulmonary and renal diseases as well as fluid and electrolytes imbalances.</li> <li>2. Explain the preventive aspects of the diseases</li> <li>3. Compare the various diseases of cardiovascular, respiratory, renal, and fluid and electrolytes diseases with regard to causes and symptoms and their management.</li> <li>4. Educate the patient regarding simple measures to obtain relief from different cardiovascular, respiratory, renal disorders and fluid and electrolytes diseases.</li> <li>5. Explain the dietary restrictions in hypertension, coronary artery diseases and cardiac failure to the patient and family, renal diseases, and fluid and electrolytes diseases.</li> <li>6. Describe the etiology, clinical manifestations, management, and nursing interventions for the various cardiovascular,</li> </ol>





respiratory, and renal disorders, as well as fluid and electrolytes imbalances.

G.C.2. Intellectual skills:

1. Explain the role of the cardiovascular and respiratory system in oxygenation, and explain the role of the lungs, kidneys, and chemical buffers in maintaining acid–base balance.
2. Differentiate between angina pectoris and myocardial infarction, between cystitis, pyelonephritis, and other infectious processes of renal and cardiopulmonary system.
3. Compare and contrast hemodialysis and peritoneal dialysis, asthma, and chronic obstructive pulmonary disease in terms of underlying principles, procedures, complications, and nursing considerations
4. Compare and contrast glomerulonephritis and nephrotic syndrome, pneumonia, and pleural effusion: causes, pathophysiologic changes, clinical manifestations, management, and nursing care.

G.C.3. Professional and practical skills:

1. Discuss the role of the nurse in psychosocial support of both the patient experiencing myocardial infarction and chronic renal failure and the family.
2. Empathize with family in terminally ill patients and support in decision making
3. Devise a diet with other professional persons and patient for prevention of cardiovascular and renal diseases
4. Explain environmental factors in etiology of respiratory, cardiovascular, and renal disorders.

G.C.4. General and transferable skills:

1. Plan effective care of patients with cardiac and renal failure.
2. Interpret blood chemistry levels - lipid profile, renal function tests and electrolytes.
3. Use the nursing process as a framework for the care of patients with cardiovascular, respiratory, and renal diseases.
4. Develop a teaching plan for the patient undergoing treatment for thoracocentesis and dialysis.
5. Interpret arterial blood gas measurements
6. Develop a teaching plan for a patient with chest drainage, urinary tract infection, acute and chronic renal failure.
7. Plan effective care of patients with fluid and electrolyte imbalance
8. Use the nursing process as a framework for the care of patients with urinary tract infection, acute and chronic renal failure.

**Course Assessments**

Quiz/ Mid-terms (30%)

Attendance (20%)

Final Examination (50%)





<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Overview of Anatomy and Physiology of Cardiovascular, Pulmonary, and Renal Systems' Assessment, Health History, Clinical Manifestations including general appearance, specific symptoms.</li> <li>2. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with cardiovascular diseases (Atherosclerosis, Heart Failure, Angina Pectoris, Myocardial Infarction).</li> <li>3. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with pulmonary diseases (COPD, URTI).</li> <li>4. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with renal diseases (UTI, Nephrotic Syndrome, Glomerulonephritis, Urolithiasis).</li> </ol>
<b>Session 1-2(Week1-2)</b>	<p>Overview of the anatomy and physiology of the cardiovascular system</p> <p>Assessment and health history of the cardiovascular system</p>
<b>Session 3-4(Week3-4)</b>	Different and most common diseases involving to cardiovascular system and their clinical manifestations and specific symptoms
<b>Session5-6 (Week5-6)</b>	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on cardiovascular system
<b>Session 7 (Week 7)</b>	Review and recap the lectures from session 1-7
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<p>Overview of the anatomy and physiology of the pulmonary system</p> <p>Assessment and health history of the immune system</p>
<b>Session 10 (Week 10)</b>	Different and most common diseases involving to pulmonary system and their clinical manifestations and specific symptoms
<b>Session 11 (Week 11)</b>	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on pulmonary system
<b>Session 12 (Week 12)</b>	<p>Overview of the anatomy and physiology of the renal system</p> <p>Assessment and health history of the immune system</p>
<b>Session 13 (Week 13)</b>	Different and most common diseases involving to renal system and their clinical manifestations and specific symptoms
<b>Session 14 (Week 14)</b>	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on renal system
<b>Session 15 (Week 15)</b>	Review and recap the lectures from session 9-15
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> </ol>





	<p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## PEDIATRIC NURSING

1	<b>Course name</b>	PEDIATRIC NURSING
2	<b>Course Code</b>	NURS 302LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	3 UNITS
5	<b>Educational hours</b>	48 HOURS
6	<b>Pre-requisite requirements</b>	<p>HUMAN ANATOMY AND PHYSIOLOGY 1 &amp; 2</p> <p>THEORETICAL FOUNDATIONS OF NURSING</p> <p>HEALTH ASSESSMENT</p> <p>FUNDAMENTALS OF NURSING</p> <p>PATHOPHYSIOLOGY</p> <p>PHARMACOLOGY</p>





		MATERNITY NURSING GROWTH AND DEVELOPMENT NURSING ETHICS AND JURISPRUDENCE
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:**

This course aims to teach the students the principles and techniques of nursing care management of sick clients with emphasis on the pediatrics in any setting with alterations or problems in Integumentary System, Respiratory System, Cardiovascular System, Gastro-intestinal System, Genitourinary System, Musculoskeletal System, and Neurological System.

**Textbooks required for this Course:**

Hockenberry, M.J., Wilson, D. and Rodgers, C.C., 2021. Wong's essentials of pediatric nursing-e-book. 11<sup>th</sup> Ed. Elsevier Health Sciences. ISBN-13: 978-0323624190; ISBN-10: 0323624197.

Ricci, Susan, Kyle, T. and Carman, S. 2020. Maternity and Pediatric Nursing. 4<sup>th</sup> Ed. ISBN-13: 978-1975139766; ISBN-10: 1975139763.

Tagher, G. and Knapp, L., 2019. Pediatric Nursing: A Case-based Approach. Lippincott Williams & Wilkins. 1<sup>st</sup> Ed. ISBN-13: 978-1496394224; ISBN-10: 1496394224.

Bowden, Vicky R. and Cindy Smith Greenberg. 2015. Pediatric Nursing Procedures, 4<sup>th</sup> Ed. Lippincott Williams & Wilkins. ISBN-13: 978-1451192360, ISBN-10: 1451192363.

Pediatric Nursing

<https://www.youtube.com/watch?v=TtI5WfAcCwY>

Infant Developmental Milestone

<https://www.youtube.com/watch?v=rX01wVc2BR0>

Toddler Developmental Milestone

<https://www.youtube.com/watch?v=Fm8-ImJly1M>

Preschooler Developmental Milestone

<https://www.youtube.com/watch?v=N4VOuoe9w5s>

Epiglottitis

<https://www.youtube.com/watch?v=QCgcUtWkWqE>

Nephrotic VS Nephritis Syndrome

<https://www.youtube.com/watch?v=9sYcXLY3axA>

Tetralogy of Fallot

<https://www.youtube.com/watch?v=0y1R7Mdk3VI>

Ventricular Septal Defect

[https://www.youtube.com/watch?v=h6w9HmDA1\\_g](https://www.youtube.com/watch?v=h6w9HmDA1_g)

Atrial Septal Defect

<https://www.youtube.com/watch?v=qKISOp5dPtW>

Transposition of the Great Vessels





	<a href="https://www.youtube.com/watch?v=kQiOmjYM808">https://www.youtube.com/watch?v=kQiOmjYM808</a> Truncus Ductus Arteriosus <a href="https://www.youtube.com/watch?v=kQiOmjYM808">https://www.youtube.com/watch?v=kQiOmjYM808</a> Coarctation of the Aorta <a href="https://www.youtube.com/watch?v=qv429UMtAaY">https://www.youtube.com/watch?v=qv429UMtAaY</a> GIT Disorders of Pediatric <a href="https://www.youtube.com/watch?v=bvX3gdcrgAl">https://www.youtube.com/watch?v=bvX3gdcrgAl</a> Respiratory Disorders of the Pediatrics <a href="https://www.youtube.com/watch?v=13QnHCwOyXY">https://www.youtube.com/watch?v=13QnHCwOyXY</a> Urinary Tract of the Pediatrics <a href="https://www.youtube.com/watch?v=OqHgfpJSI1M">https://www.youtube.com/watch?v=OqHgfpJSI1M</a> Malnutrition among Children <a href="https://www.youtube.com/watch?v=6OJJaIPCWvw">https://www.youtube.com/watch?v=6OJJaIPCWvw</a>
<b>Course Duration</b>	3 <sup>rd</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	15. Hand-outs/ Sheets 16. Classroom Discussion 17. Quizzes 18. Recitation 19. Mid-Term and Final Examinations
<b>Course Objectives:</b>	G.C.1. Knowledge and understanding: <ol style="list-style-type: none"> <li>1. Utilize the nursing process in the care of individuals, families in community and hospital settings.</li> <li>2. Assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings</li> <li>3. Identifies actual and at-risk nursing diagnosis</li> <li>4. Plans appropriate nursing interventions with client/s and family for identified nursing diagnosis</li> <li>5. Implements plan of care with client/s and family</li> <li>6. Evaluates the progress of his/her/their client's condition and outcomes of care</li> <li>7. Ensure a well-organized and accurate documentation system.</li> <li>8. Relate with client/s and their family and the health team appropriately.</li> <li>9. Observe bioethical concepts/ principles, core values and nursing standards in the care of clients</li> <li>10. Promote personal and professional growth of self and others</li> </ol> G.C.2. Intellectual skills: <ol style="list-style-type: none"> <li>1. Explain the role of the cardiovascular and respiratory system in oxygenation</li> <li>2. Differentiate between defects that increase pulmonary blood flow and defects with decrease blood flow of cardiovascular system</li> <li>3. Compare and differentiate the lower and upper respiratory problems of the Respiratory system.</li> <li>4. Differentiate the different skin diseases: their causes, pathophysiologic changes, clinical manifestations, management, and nursing care.</li> <li>5. Differentiate between cystitis, pyelonephritis and other infectious processes of renal system</li> <li>6. Differentiate Urinary Tract Infection, Acute Glomerulonephritis, Cryptorchidism, Hypospadias/Epispadias in terms of underlying principles, procedures, complications, and nursing considerations</li> </ol>





	<p>7. Compare and contrast Juvenile Arthritis and Rheumatic Fever: causes, pathophysiologic changes, clinical manifestations, management, and nursing care.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Discuss the significance of lifestyle in etiology of diseases of Integumentary, Respiratory, Cardiovascular, Gastro-intestinal, Genitourinary, Musculoskeletal, and Neurologic.</li> <li>2. Explain the preventive aspects of the diseases.</li> <li>3. Compare the various diseases with regard to causes and symptoms and their management</li> <li>4. Educate the patient regarding simple measures to obtain relief.</li> <li>5. Explain the dietary restrictions in every disease to the patient and family.</li> <li>6. Describe the role of the skin, lungs, heart, abdomen, in regulating the body's fluid composition and volume.</li> <li>7. Describe the etiology, causes, clinical manifestations, management, and nursing interventions for the various pediatric diseases.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Discuss the role of the nurse in psychosocial support of both the patient and the family experiencing Congestive Heart Failure (CHF).</li> <li>2. Empathize with family in terminally ill patients and support in decision making.</li> <li>3. Devise a diet with other professional persons and patient for prevention of cardiovascular diseases.</li> <li>4. Explain environmental factors in etiology of respiratory disorders</li> <li>5. Identify patient factors contributing to urinary tract infections</li> </ol>
<b>Course Assessments</b>	<p>Quiz/ Mid-terms (30%)  Attendance (20%)  Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Orientation on the course and course requirements as well as classroom policies and grading system.</li> <li>2. Overview of Anatomy and Physiology of Integumentary system and assessment</li> <li>3. Common Pediatric Skin Diseases: <ol style="list-style-type: none"> <li>a. Impetigo - Definition, Etiology, Clinical Manifestations, Nursing management, Management of Lesions</li> <li>b. Candidiasis - Definition, Etiology, Clinical Manifestations, Management</li> <li>c. Dermatitis - Definition, Signs and Symptoms, Nursing Interventions</li> <li>d. Pediculosis Capites - Definition, Clinical Manifestations, Management</li> <li>e. Common types of tinea infections <ol style="list-style-type: none"> <li>i. Tinea Capites</li> <li>ii. Tinea Cruris</li> <li>iii. Tinea Coporis</li> <li>iv. Tinea Pedis</li> </ol> </li> <li>f. Cellulitis - Definition, Etiology, Clinical Manifestations, Management</li> </ol> </li> </ol>



- g. Scabies - Definition, Etiology, Clinical Manifestations, Management
- 4. RESPIRATORY SYSTEM - Overview of the Anatomy and Physiology, Assessment
  - a. Acute Respiratory Infections
  - b. Acute-nasopharyngitis
  - c. Pharyngitis (including tonsillitis)
  - d. Otitis Media
  - e. Lower Respiratory Tract Infections
  - f. Bronchiolitis
  - g. Bronchial Asthma
  - h. Pneumonia  
(Definition, Etiology, Signs and Symptoms, Nursing Management)
- 5. CARDIOVASCULAR SYSTEM - Overview of the Anatomy and Physiology, Assessment
  - a. Congestive Heart Failure
  - b. Defects that increase pulmonary blood flow
  - c. Patent Ductus Arteriosus
  - d. Atrial Septal Defects
  - e. Ventricle Septal Defects
  - f. Pulmonic Stenosis
  - g. Tetralogy of Fallot
  - h. Truncus Arteriosus
  - i. Defects obstructing Systemic Blood Flow
  - j. Coarctation of the Aorta
  - k. Acquired Cardiac Diseases
  - l. Rheumatic Fever  
(Definition, Etiology, Clinical Manifestations, Diagnostic Test, Treatment, Nursing Interventions)
- 6. GASTROINTESTINAL SYSTEM
  - a. Cleft Lip and Cleft Palate
  - b. Esophageal Atresia
  - c. Intussuception
  - d. Hirschsprung's Disease
  - e. Failure to Thrive (FTH)
  - f. Diarrhea/Gastroenteritis
  - g. Appendicitis
  - h. Pyloric Stenosis
  - i. Imperforated Anus  
(Definition, Etiology, Clinical Manifestations, Diagnostic Test, Treatment, Nursing Interventions)
- 7. PEDIATRIC GENITOURINARY DISORDERS
  - a. Urinary Tract Infections
  - b. Hypospadias/Epispadias
  - c. Glomerulonephritis
  - d. Nephrotic Syndrome  
(Definition, Etiology, Clinical Manifestations, Diagnostic Test, Nursing Interventions)
- 8. MUSCULOSKELETAL DISORDERS IN CHILDREN





	<ul style="list-style-type: none"> <li>a. Juvenile Rheumatoid Arthritis</li> <li>b. Rheumatic Fever (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Nursing Interventions)</li> </ul> <p>9. NEUROLOGICAL DISORDERS IN PEDIATRIC PATIENT</p> <p>10. Neuro assessment</p> <ul style="list-style-type: none"> <li>a. Assessment Findings in children with neurological dysfunction.</li> <li>b. Infant</li> <li>c. Child Early Signs</li> <li>d. Child Late Signs</li> <li>e. Seizures</li> <li>f. Meningitis</li> <li>g. Bacterial</li> <li>h. Viral</li> <li>i. Hydrocephalus</li> <li>j. Spina Bifida</li> <li>k. Cerebral Palsy</li> <li>l. Down Syndrome (Definition, Etiology, Diagnostic Test, Clinical Manifestations, Nursing Interventions)</li> </ul> <p>11. Common Health Problems of an Adolescent</p> <ul style="list-style-type: none"> <li>a. Hypertension</li> <li>b. Poor Posture</li> <li>c. Body Piercing and Tattoos</li> <li>d. Fatigue</li> <li>e. Menstrual Irregularities</li> <li>f. Acne</li> <li>g. Obesity</li> <li>h. Concerns Regarding Sexuality and Sexual Activity</li> <li>i. Stalking</li> <li>j. Concerns regarding hazing</li> <li>k. Concerns regarding substance abuse</li> <li>l. Substance Abuse</li> <li>m. Narcotic Addiction</li> <li>n. Alcoholism</li> </ul>
<b>Session 1 (Week 1)</b>	<ul style="list-style-type: none"> <li>1. Orientation on the course and course requirements as well as classroom policies and grading system.</li> <li>2. Overview of Anatomy and Physiology of Integumentary system and assessment</li> </ul>
<b>Session2-3 (Week2-3)</b>	<ul style="list-style-type: none"> <li>1. Common Pediatric Skin Diseases: <ul style="list-style-type: none"> <li>a. Impetigo - Definition, Etiology, Clinical Manifestations, Nursing management, Management of Lesions</li> <li>b. Candidiasis - Definition, Etiology, Clinical Manifestations, Management</li> <li>c. Dermatitis - Definition, Signs and Symptoms, Nursing Interventions</li> <li>d. Pediculosis Capites - Definition, Clinical Manifestations, Management</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>e. Common types of tinea infections <ul style="list-style-type: none"> <li>i. Tinea Capites</li> <li>ii. Tinea Cruris</li> <li>iii. Tinea Coporis</li> <li>iv. Tinea Pedis</li> </ul> </li> <li>f. Cellulitis - Definition, Etiology, Clinical Manifestations, Management</li> <li>g. Scabies - Definition, Etiology, Clinical Manifestations, Management</li> </ul>
<b>Session4-5 (Week4-5)</b>	<ol style="list-style-type: none"> <li>1. RESPIRATORY SYSTEM - Overview of the Anatomy and Physiology, Assessment <ul style="list-style-type: none"> <li>a. Acute Respiratory Infections</li> <li>b. Acute-nasopharyngitis</li> <li>c. Pharyngitis (including tonsillitis)</li> <li>d. Otitis Media</li> <li>e. Lower Respiratory Tract Infections</li> <li>f. Bronchiolitis</li> <li>g. Bronchial Asthma</li> <li>h. Pneumonia</li> <li>i. (Definition, Etiology, Signs and Symptoms, Nursing Management)</li> </ul> </li> </ol>
<b>Session6-7(Week 6-7)</b>	<ol style="list-style-type: none"> <li>1. CARDIOVASCULAR SYSTEM - Overview of the Anatomy and Physiology, Assessment <ul style="list-style-type: none"> <li>a. Congestive Heart Failure</li> <li>b. Defects that increase pulmonary blood flow</li> <li>c. Patent Ductus Arteriosus</li> <li>d. Atrial Septal Defects</li> <li>e. Ventricle Septal Defects</li> <li>f. Pulmonic Stenosis</li> <li>g. Tetralogy of Fallot</li> <li>h. Truncus Arteiosus</li> <li>i. Defects obstructing Systemic Blood Flow</li> <li>j. Coarctation of the Aorta</li> <li>k. Acquired Cardiac Diseases</li> <li>l. Rheumatic Fever</li> <li>m. (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Treatment, Nursing Interventions)</li> </ul> </li> <li>2. Review and recap of the lectures from session 1-7</li> </ol>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<ol style="list-style-type: none"> <li>1. GASTROINTESTINAL SYSTEM <ul style="list-style-type: none"> <li>a. Cleft Lip and Cleft Palate</li> <li>b. Esophageal Atresia</li> <li>c. Intussuception</li> <li>d. Hirschsprung's Disease</li> <li>e. Failure to Thrive (FTH)</li> <li>f. Diarrhea/Gastroenteritis</li> <li>g. Appendicitis</li> <li>h. Pyloric Stenosis</li> <li>i. Imperforated Anus</li> </ul> </li> </ol>





	j. (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Treatment, Nursing Interventions)
<b>Session 10 (Week 10)</b>	1. PEDIATRIC GENITOURINARY DISORDERS a. Urinary Tract Infections b. Hypospadias/Epispadias c. Glomerulonephritis d. Nephrotic Syndrome e. (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Nursing Interventions)
<b>Session 11 (Week 11)</b>	1. MUSCULOSKELETAL DISORDERS IN CHILDREN a. Juvenile Rheumatoid Arthritis b. Rheumatic Fever c. (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Nursing Interventions)
<b>Session 12-13 (Week 12-13)</b>	1. NEUROLOGICAL DISORDERS IN PEDIATRIC PATIENT 2. Neuro assessment a. Assessment Findings in children with neurological dysfunction. b. Infant c. Child Early Signs d. Child Late Signs e. Seizures f. Meningitis g. Bacterial h. Viral i. Hydrocephalus j. Spina Bifida k. Cerebral Palsy l. Down Syndrome m. (Definition, Etiology, Diagnostic Test, Clinical Manifestations, Nursing Interventions)
<b>Session 14 (Week 14)</b>	1. Common Health Problems of an Adolescent a. Hypertension b. Poor Posture c. Body Piercing and Tattoos d. Fatigue e. Menstrual Irregularities f. Acne g. Obesity h. Concerns Regarding Sexuality and Sexual Activity i. Stalking j. Concerns regarding hazing k. Concerns regarding substance abuse l. Substance Abuse m. Narcotic Addiction n. Alcoholism
<b>Session 15 (Week 15)</b>	Review and recap of lectures from session 8-14
<b>Session 16 (Week 16)</b>	Final Exam





<b>Attendance Expectations</b>	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## INTRODUCTION to COMPUTER with NURSING INFORMATICS

1	<b>Course name</b>	INTRODUCTION TO COMPUTER WITH NURSING INFORMATICS
2	<b>Course Code</b>	NURS 303LY
3	<b>Course type:</b> /general/specialty/optional	GENERAL
4	<b>Accredited units</b>	3 UNITS (2 LEC/1 LAB)
5	<b>Educational hours</b>	64 HOURS
6	<b>Pre-requisite requirements</b>	THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING





7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016
<b>Brief Description:</b>		This course will focus on the basics of computers, software and applications relevant to the nursing practice. This course will furthermore deal with the use of information and technology systems and data standards. It explains the importance of nursing informatics to nursing practice.
<b>Textbooks required for this Course:</b>		Holliday, Bridget. 2022. Informatics and Nursing. ISBN-13: 979-8401634122  McGonigle, D. and Mastrian, K., 2021. Nursing informatics and the foundation of knowledge. 5 <sup>th</sup> Ed. Jones & Bartlett Publishers. ISBN-13: 978-1284220469; ISBN-10: 128422046X.  Saba, Virginia K. and Kathleen McCormick. 2021. Essentials of Nursing Informatics, 7 <sup>th</sup> Ed. McGraw-Hill Education. ISBN-13: 978-1260456783 ISBN-10: 1260456781.  Nursing Informatics <a href="https://www.youtube.com/watch?v=ub1ScYHH3GE">https://www.youtube.com/watch?v=ub1ScYHH3GE</a>
<b>Course Duration</b>		3 <sup>rd</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>		1. Classroom Discussion/Recitation/Hand-outs 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD Projector, laptop, and speakers (PPT and video presentation) 5. White board and markers
<b>Course Objectives:</b>		1. Utilize essential elements for validating nursing knowledge on the internet. Discussions Quizzes 2. Analyze the effects of informatics on healthcare. Discussions Group project Quizzes 3. Apply confidentiality principles and nursing informatics to nursing practice. Discussions Group project Quizzes 4. Critically review the use of informatics in healthcare. Discussions Quizzes 5. Demonstrate ability to combine informatics with nursing practice. 6. Demonstrate how computer systems are resource tools for managing information and generating knowledge for both clinical and administrative environments. 7. Demonstrate an understanding of Nursing Informatics applications such as education, research, telehealth, clinical information management, project management, and consumer information.
<b>Course Assessments</b>		Attendance (10%) Practical Application (20%) Quiz/ Mid-Term(20%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>		1. History of Computer 2. Computer Terms and concepts





	<ol style="list-style-type: none"> <li>3. Components, Hardware, System Unit, Memory, data, instruction and information, Input Device, Output Device</li> <li>4. Computer Software</li> <li>5. Application of Computers in Society</li> <li>6. Important Computer Terms</li> <li>7. Word Processing</li> <li>8. Background of Informatics</li> <li>9. Introduction to Nursing Informatics: Managing Healthcare Information</li> <li>10. Historical Perspectives of Nursing Informatics</li> <li>11. Informatics Basics</li> <li>12. Information Competency</li> <li>13. The New Healthcare Paradigm</li> <li>14. Electronic Health Record</li> <li>15. Healthcare Informatics</li> </ol>
<b>Session 1 (Week 1)</b>	Orientation to the subject. Computer Terms and concepts
<b>Session 2 (Week 2)</b>	Components, Hardware, System Unit, Memory, data, instruction and information, Input Device, Output Device
<b>Session 3 (Week 3)</b>	Computer Software
<b>Session 4 (Week 4)</b>	Application of Computers in Society
<b>Session 5 (Week 5)</b>	Computer Terms Word Processing
<b>Session 6 (Week 6)</b>	Working with Files and Folders
<b>Session 7 (Week 7)</b>	Background of Informatics
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Introduction to Nursing Informatics: Managing Healthcare Information
<b>Session 10 (Week 10)</b>	Historical Perspectives of Nursing Informatics
<b>Session 11 (Week 11)</b>	Informatics Basics
<b>Session 12 (Week 12)</b>	Information Competency
<b>Session 13 (Week 13)</b>	The New Healthcare Paradigm
<b>Session 14 (Week 14)</b>	Electronic Health Record
<b>Session 15 (Week 15)</b>	Healthcare Informatics
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>





<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## INTENSIVE NURSING PRACTICUM 1

1	<b>Course name</b>	INTENSIVE NURSING PRACTICUM 1
2	<b>Course Code</b>	NURS 304LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	4 UNITS
5	<b>Educational hours</b>	192 HOURS (CLINICAL TRAINING)
6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:**

The course provides opportunities to demonstrate the procedures related to oxygenation, circulation, fluid electrolytes balance, and intra-operative care. Health promotion, disease prevention and management including health teaching with utilization of nursing process will be integrated with the nursing interventions performed by nursing students. To standardize documentation, a prescribed form shall be completed right after the related clinical experience. The course also provides opportunities for actual hospital and community experiences to ensure that competencies are developed.





**Textbooks required  
for this Course:**

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9<sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.

Berman, A.T., Shirlee Snyder, and GERALYN FRANDSEN. 2021. Kozier and Erb's Fundamentals of Nursing, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.

Kelly, Jane. 2021. Health Assessment in Nursing. 7<sup>th</sup> Ed.. Lippincott, Williams &Wilkins..ISBN-13: 978-1975161156; ISBN-10: 1975161157.

Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5<sup>TH</sup> Ed. Jones and Barlett Learning. ISBN-13 : 979- 8490250258.

Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3<sup>rd</sup> Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.

Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14<sup>th</sup> Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.

Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.

Perry, Shannon et.al. 2017. Maternal Child Nursing Care, 6<sup>th</sup> Ed.Mosby. ISBN-13: 978-0323549387; ISBN-10: 9780323549387.

Pediatric Drug Calculation

<https://www.youtube.com/watch?v=QRdIVGaQf7Q>

Oxygen Therapy

<https://www.youtube.com/watch?v=TA40utbz26g>

Intravenous Therapy

<https://www.youtube.com/watch?v=5USITIMRks>

Pediatric Vital Signs

<https://www.youtube.com/watch?v=5Z8CHEM4kQk>

Electrocardiogram

<https://www.youtube.com/watch?v=xIZQRjkwV9Q>

Blood Transfusion

<https://www.youtube.com/watch?v=LorEIZjVE0>

Dialysis Nursing

<https://www.youtube.com/watch?v=ONHN5YgBJyQ>

Basic Life Support

[https://www.youtube.com/watch?v=v5BAQNm\\_9GQ](https://www.youtube.com/watch?v=v5BAQNm_9GQ)

Nursing Case Study





	<a href="https://www.youtube.com/watch?v=8c0SiN1hgA4">https://www.youtube.com/watch?v=8c0SiN1hgA4</a>
<b>Course Duration</b>	3 <sup>rd</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<ul style="list-style-type: none"> <li>20. Hand-out/ Sheets</li> <li>21. Clinical Discussion</li> <li>22. Quizzes</li> <li>23. Case Study</li> <li>24. Graded Recitation</li> <li>25. Drug Study</li> <li>26. Patient endorsement</li> <li>27. Mid-Term and Final Examinations</li> </ul>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>1. Apply concepts, theories, principles learned in the process of nursing care management of patients with health problems in Cardio, Pulmonary, Renal, and Urinary Systems with the application of nursing process.</li> <li>2. Assess the patient's need, condition and problem.</li> <li>3. Communicate effectively specially</li> </ul> <p>G.C.2. Intellectual skills:</p> <ul style="list-style-type: none"> <li>1. Systematically organizes work.</li> <li>2. Integrate the process of Maternal and Child assessment for health problems that affect the individual, family and community.</li> <li>3. Apply care of clients with cardiopulmonary, renal, and urinary system dysfunction</li> <li>4. Exhibits self confidence in accomplishing tasks.</li> </ul> <p>G.C.3. Professional and practical skills:</p> <ul style="list-style-type: none"> <li>1. Demonstrate basic nursing skills and knowledge regarding the process of nursing care of clients with health problems in cardiopulmonary, renal, and urinary system.</li> <li>2. Demonstrate professional attitude and behavior towards client members of the health team and peers</li> </ul> <p>G.C.4. General and transferable skills:</p> <ul style="list-style-type: none"> <li>1. Develop positive and interested attitudes towards clients</li> <li>2. Utilize critical thinking process and problem solving skills in managing client with cardio, pulmonary, renal and urinary problems.</li> </ul>
<b>Course Assessments</b>	<p>Clinical Performance (70%)</p> <p>Attendance (10%)</p> <p>Final Examination (20%)</p>
<b>Content Breakdown Topical Coverage</b>	<p>General Orientation about school and hospital's policies about Intensive Nursing Practicum 1</p> <ul style="list-style-type: none"> <li>5. Discussion on different pediatric nursing care management.</li> <li>6. Lecture Demonstration/ Return Demonstration on Administering Oxygen via nasal cannula and face mask/ Nebulization/ Administering Pulse Oximetry/ Suctioning</li> <li>7. Lecture Demonstration/Return Demonstration on Starting, maintaining, and monitoring Intravenous Fluid</li> </ul> <p>Actual performance of skills on:</p> <ul style="list-style-type: none"> <li>8. Pediatric vital signs, pediatric assessment</li> <li>9. Administering Electrocardiogram monitoring</li> <li>10. Urine collection</li> <li>11. Dialysis (peritoneal and hemodialysis)</li> </ul>





	12. Initiating, maintaining and terminating blood transfusion 13. Insertion and Removal of Straight and Indwelling Catheter for male and female.
<b>Session 1 (Week 1)</b>	Orientation to subject Orientation to area Orientations to RLE policy Checking of uniforms and paraphernalia
<b>Session 2-3 (Week 2-3)</b>	Orientation and Pediatric Ward Rotation
<b>Session 4-5 (Week 4-5)</b>	Orientation and Pediatric Intensive Care Unit Rotation
<b>Session 6-7 (Week 6-7)</b>	Delivery Room Rotations
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9-10 (Week 9-10)</b>	Obstetric ICU/Ward Rotations
<b>Session 11-12 (Week 11-12)</b>	Introduction to Dialysis Nursing and Hemodialysis Rotations
<b>Session 13-14 (Week 13-14)</b>	Emergency Department Rotation(Prioritizing Pediatric Clients)
<b>Week 15</b>	Finalization of Student's Case Study
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will





endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## MEDICAL TERMINOLOGY 1

1	Course name	MEDICAL TERMINOLOGY 1
2	Course Code	LANG 301LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	ENGLISH 1 ENGLISH 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:**

The focus of this course is on medical and clinical terminology broadly relating to human anatomy and physiology and the basic body systems with added emphasis placed on those terms pertaining to diagnosis and pathophysiology. The bases of medical terms will be examined – such as prefixes, suffixes, roots, combined forms. Pertinent acronyms and abbreviations will also be included.

**Textbooks required for this Course:**

Gyls, B.A., and Regina. M. 2021. Medical Terminology Express: A Short-Course Approach by Body System. 2021. 3<sup>rd</sup>Ed. F.A. Davis Company. ISBN-13: 978-1719642279; ISBN-10: 1719642273.

Leonard, P.C., 2019. Quick & Easy Medical Terminology-E-Book. 9<sup>th</sup> Ed. Elsevier Health Sciences. ISBN-13: 978-0323595995; ISBN-10: 0323595995.

Fremgen, B.F. and Frucht, S.S., 2018. Medical Terminology: A living language (p. 672). 7<sup>th</sup> Ed. Pearson Prentice Hall. ISBN-13: 978-0134701202; ISBN-10: 0134701208.

Marieb, Elaine and Katja Hoehn. 2018. Human Anatomy and Physiology, Books a la Carte, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-0134807423; ISBN-10: 0134807421.





	<p>Gyls, B.A. and Wedding, M.E., 2017. Medical terminology systems: a body systems approach. FA Davis. ISBN-13 : 978-0803658677; ISBN-10 : 0803658672.</p> <p>Andersson, D., 2016. Medical Terminology: The Best and Most Effective Way to Memorize, Pronounce and Understand Medical Terms. 2<sup>nd</sup> Ed. ISBN-13: 978-1519066626; ISBN-10: 1519066627.</p> <p>Introduction to Medical Terminology.  <a href="https://www.youtube.com/watch?v=r9LP1lh45is">https://www.youtube.com/watch?v=r9LP1lh45is</a></p> <p>Medical Terminology. The Basics.  <a href="https://www.youtube.com/watch?v=04Wh2E9oNug">https://www.youtube.com/watch?v=04Wh2E9oNug</a></p> <p>Introduction to Medical Conditions, Processes and Medical/Surgical.  <a href="https://www.youtube.com/watch?v=ALWrviACbQ">https://www.youtube.com/watch?v=ALWrviACbQ</a></p> <p>Prefixes and Suffixes of Medical Conditions and Processes.  <a href="https://www.youtube.com/watch?v=yPzEr33gHXk">https://www.youtube.com/watch?v=yPzEr33gHXk</a></p> <p>EVEN MORE Prefixes and Suffixes of General Terms, General Conditions.  <a href="https://www.youtube.com/watch?v=TGPPBiOkN8Y">https://www.youtube.com/watch?v=TGPPBiOkN8Y</a></p> <p>Prefixes and Suffixes of Medical and Surgical Procedures, and even more  <a href="https://www.youtube.com/watch?v=Nang-V1lhqw">https://www.youtube.com/watch?v=Nang-V1lhqw</a></p>
<b>Course Duration</b>	3 <sup>rd</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitation</li> <li>2. Essay Writing/Hand-outs/Sheets</li> <li>3. Quiz, Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>Upon the completion of this course the student will be able to:</p> <ul style="list-style-type: none"> <li>• Form medical terms by combining prefixes, suffixes and root words.</li> <li>• Associate medical terms with specific body systems.</li> <li>• Identify and interpret diagnostic and symptomatic terms related to the pathophysiology specific to each body system.</li> <li>• Describe designated diagnostic testing procedures (laboratory, x-ray, surgical, pharmacy, etc.).</li> <li>• Distinguish common medical abbreviations and acronyms.</li> <li>• Choose and define medical terms from appropriate sources.</li> <li>• Summarize and correctly interpret medical/clinical related materials.</li> <li>• Evaluate the quality of medical literature available in print and internet format.</li> <li>• Develop an active vocabulary of selected medical terms.</li> </ul>
<b>Course Assessments</b>	<p>Quizzes/ Mid-Term (20%)          Graded Recitation (10%)          Attendance (20%)          Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Introduction – Basic Elements of a Medical Word</li> <li>2. Suffixes: Surgical, Diagnostic, Pathological, Grammatical and Plural</li> <li>3. Prefixes</li> </ol>





	<p>4. Body Structure</p> <p>5. Integumentary System</p> <p>6. Gastrointestinal (Digestive) System</p> <p>7. Respiratory System</p> <p>8. Cardiovascular System</p> <p>9. Blood and Lymphatic System</p> <p>10. Musculoskeletal System</p> <p>11. Urinary System</p> <p>12. Female Reproductive System</p> <p>13. Male Reproductive System</p> <p>14. Endocrine System</p> <p>15. Nervous System</p> <p>16. Special Senses</p>
<b>Session 1 (Week 1)</b>	Introduction – Basic Elements of a Medical Word
<b>Session 2 (Week 2)</b>	Suffixes: Surgical, Diagnostic, Pathological, Grammatical and Plural
<b>Session 3 (Week 3)</b>	Prefixes
<b>Session 4 (Week 4)</b>	Body Structure
<b>Session 5 (Week 5)</b>	Integumentary System
<b>Session 6 (Week 6)</b>	Gastrointestinal (Digestive) System
<b>Session 7 (Week 7)</b>	Respiratory System
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Cardiovascular System Blood and Lymphatic System
<b>Session 10 (Week 10)</b>	Musculoskeletal System
<b>Session 11 (Week 11)</b>	Urinary System
<b>Session 12 (Week 12)</b>	Female Reproductive System
<b>Session 13 (Week 13)</b>	Male Reproductive System
<b>Session 14 (Week 14)</b>	Endocrine System
<b>Session 15 (Week 15)</b>	Nervous System Special Senses
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives,





	including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## EPIDEMIOLOGY

1	<b>Course name</b>	EPIDEMIOLOGY
2	<b>Course Code</b>	MED 301LY
3	<b>Course type: /general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	MICROBIOLOGY FUNDAMENTALS OF NURSING
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

<b>Brief Description:</b>	This course deals with the study of patters, causes, and effects of health and disease conditions. It defines population using statistical data from the locale.
<b>Textbooks required for this Course:</b>	<p>Friis, R.H. and Sellers, T., 2020. Epidemiology for public health practice. 6<sup>th</sup> Ed. Jones &amp; Bartlett Learning. ISBN-13: 978-1284175431; ISBN-10: 128417543X.</p> <p>Nelson, K.E. and Williams, C.M. eds., 2020. Infectious disease epidemiology: theory and practice. 3<sup>rd</sup> Ed. Jones &amp; Bartlett Publishers. ISBN-13: 978-1284268843; ISBN-10: 1284268845.</p> <p>Zeni, M.B., 2019. Principles of Epidemiology for Advanced Nursing Practice: A Population Health Perspective: A Population Health Perspective. Jones &amp; Bartlett Learning. ISBN-13: 978-1284154948; ISBN-10: 1284154947.</p>





	<p>Andersen, B.M., 2019. Prevention and control of infections in hospitals. 1<sup>ST</sup> Ed. Springer International Publishing. ISBN-13: 978-3319999203; ISBN-10: 3319999206.</p> <p>Epidemiology Nursing  <a href="https://www.youtube.com/watch?v=dml987oM_6l">https://www.youtube.com/watch?v=dml987oM_6l</a></p>
<b>Course Duration</b>	3 <sup>RD</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. The role of epidemiologic nursing for a nurse at work.</li> <li>2. Ways of measuring health conditions</li> <li>3. Sources of information on public health</li> <li>4. Epidemiology of infectious diseases</li> <li>5. Epidemiology of selected noninfectious diseases</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Preventing and fighting with infectious and non-infectious diseases</li> <li>2. Supervising hospital sanitation, disinfection, and sterilization</li> <li>3. Monitoring and registering hospital infections within the responsibilities and purview of a nurse</li> <li>4. Applying sanitary and hygienic principles in a nurses' work</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Assurance of the knowledge in the field of epidemiology in the practice of a nurse</li> <li>2. Active broadening of knowledge in the field of epidemiologic nursing</li> <li>3. Cooperating with an interdisciplinary panel</li> </ol>
<b>Course Assessments</b>	<p>Attendance/Class Participation (20%)</p> <p>Quiz/Mid-Term Examination (30%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Epidemiology as a science. The role, demands, and an epidemiologic nurse's competence.</li> <li>2. Basic epidemiologic notions. Characteristics of health determinants and those responsible for the appearance of diseases. Methods of measuring health.</li> <li>3. Sources of information about public health. Selected elements on medical demography. Morality rate. Prevalence rate in hospital. Diseases subject to obligatory registration.</li> <li>4. Essentials of epidemiology of infectious diseases. Judgment of the status of epidemiology in the field of infectious diseases.</li> <li>5. Sanitary and hygienic supervision. Preventing and fighting with infectious diseases. Organization and the importance of prophylactic vaccination.</li> <li>6. Epidemiology of hospital infections. The procedure of fighting with hospital infections. Organization of epidemiologic supervision over hospital infections.</li> <li>7. Viral hepatitis A, B, C- epidemiology, principles of prophylaxis.</li> </ol>





	<p>8. Epidemiology of HIV and AIDS. Methods of prophylaxis, guidelines for hospital staff.</p> <p>9. Epidemiology of infectious diseases spreading through respiratory tracts. Epidemiology of diseases spreading through alimentary tracts.</p> <p>10. Epidemiology of tick-borne meningoencephalitis.</p> <p>11. Epidemiology of diseases spreading through skin.</p> <p>12. Epidemiology of zoonosis.</p> <p>13. Judgment of the status of epidemiology in the field of non-infectious diseases (of circulatory system and neoplastic diseases).</p>
<b>Session 1 (Week 1)</b>	Orientation to the subject. Epidemiology as a science. The role, demands, and an epidemiologic nurse's competence.
<b>Session 2 (Week 2)</b>	Sources of information about public health. Selected elements on medical demography. Morality rate. Prevalence rate in hospital. Diseases subject to obligatory registration.
<b>Session 3 (Week 3)</b>	Essentials of epidemiology of infectious diseases. Judgment of the status of epidemiology in the field of infectious diseases
<b>Session 4 (Week 4)</b>	Sanitary and hygienic supervision. Preventing and fighting with infectious diseases. Organization and the importance of prophylactic vaccination.
<b>Session 5 (Week 5)</b>	Epidemiology of hospital infections. The procedure of fighting with hospital infections. Organization of epidemiologic supervision over hospital infections
<b>Session 6 (Week 6)</b>	Viral hepatitis A, B, C- epidemiology, principles of prophylaxis
<b>Session 7 (Week 7)</b>	Review and recap of the lectures from session 1-6
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Epidemiology of HIV and AIDS. Methods of prophylaxis, guidelines for hospital staff
<b>Session 10(Week 10)</b>	Epidemiology of infectious diseases spreading through respiratory tracts. Epidemiology of diseases spreading through alimentary tracts
<b>Session 11(Week 11)</b>	Epidemiology of tick-borne meningoencephalitis
<b>Session 12(Week 12)</b>	Epidemiology of diseases spreading through skin
<b>Session 13(Week 13)</b>	Epidemiology of zoonosis
<b>Session 14(Week 14)</b>	Judgment of the status of epidemiology in the field of non-infectious diseases (of circulatory system and neoplastic diseases).
<b>Session 15(Week 15)</b>	Review and recap of the lectures from session 9-14
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p>





	5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## BIOSTATISTICS

1	<b>Course name</b>	BIOSTATISTICS
2	<b>Course Code</b>	MATH 301ly
3	<b>Course type:</b> <i>/general/specialty/optional</i>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	NONE
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016
	<b>Brief Description:</b>	This course is designed to meet the introductory statistical needs of students in the health related disciplines. The study includes topics on collection and presentation of the different statistical data used in health administration, frequency, distribution, measures of central tendencies, measures of variability, normal distribution and hypothesis testing.
	<b>Textbooks required for this Course:</b>	Etzioni, R., Mandel, M. and Gulati, R., 2020. Statistics for Health Data Science: An Organic Approach. 1 <sup>ST</sup> Ed. Springer. ISBN-13: 978-3030598884; ISBN-10: 3030598888.  Rentala, S., 2019. Basics in Nursing Research and Biostatistics. 1 <sup>st</sup> Ed. Jaypee Brothers Medical Publishers. ISBN-13: 978-9352705801; ISBN-10: 9352705807.





	<p>Pagano, Marcello. and Kimberlee Gauvreau .2018. Principles of Biostatistics, 2<sup>nd</sup> Ed. Chapman and Hall/CRC. ISBN-13: 978-1138593145; ISBN-10: 9781138593145.</p> <p>Daniel, Wayne W. 2018. Biostatistics: A Foundation for Analysis in the Health Sciences, 11<sup>th</sup> Ed. ISBN-13: 978-1119496700; ISBN-10: 1119496705.</p> <p>Triola, Marc M. and Mario F. Triola. 2017. Biostatistics for the Biological and Health Sciences, 2<sup>nd</sup> Ed. Pearson. ISBN-13: 978-0134039015; ISBN-10: 9780134039015.</p> <p>Introduction to Biostatistics  <a href="https://www.youtube.com/watch?v=nBHwt5izbDY">https://www.youtube.com/watch?v=nBHwt5izbDY</a></p> <p>Full Course Biostatistics  <a href="https://www.youtube.com/watch?v=1Q6_LRZwZrc">https://www.youtube.com/watch?v=1Q6_LRZwZrc</a></p>
<b>Course Duration</b>	3 <sup>rd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitations/Hand-outs</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD Projector, laptop, and speakers (PPT and video presentation)</li> <li>5. White board and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Concepts, Principles and theories of Basic Math and Statistics</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>2. Calculation of presented data</li> <li>3. Measures of different statistical data</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Frequency, distribution, measures of central tendencies</li> <li>2. Measures of variability, normal distribution and hypothesis testing</li> <li>3. Perform Spreadsheet formula's for statistical treatment of data</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Discuss various treatments for data in research methods.</li> </ol>
<b>Course Assessments</b>	<p>Quiz/ Mid-term (30%)</p> <p>Attendance (20%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Review of Basic Mathematics</li> <li>2. MDAS, Percentage, Fractions</li> <li>3. Statistics and Measurement</li> <li>4. Uses, Symbols</li> <li>5. Data - Collection and Representation <ol style="list-style-type: none"> <li>a. Data Collection</li> <li>b. Data Representation</li> <li>c. Scale Measurement, Kinds, Sources</li> </ol> </li> <li>6. Unit of Measurement – Conversion</li> <li>7. English, Metric System <ol style="list-style-type: none"> <li>a. Common Statistical Data Used in Health Administration</li> </ol> </li> </ol>





	<ul style="list-style-type: none"> <li>b. Population Census</li> <li>8. Percentage of Occupancy</li> <li>9. Frequency Distribution Table</li> <li>10. Measures of Central Tendency <ul style="list-style-type: none"> <li>a. Mean, Median, Mode, Weighted Mean</li> </ul> </li> <li>11. Measures of Variability <ul style="list-style-type: none"> <li>a. Range, Standard Deviation</li> <li>b. Hypotheses Testing / Other Statistical Test Tools</li> </ul> </li> </ul>
<b>Session 1 (Week 1)</b>	Orientation to the subject Review of Basic Mathematics
<b>Session 2 (Week 2)</b>	MDAS, Percentage, Fractions
<b>Session 3-4(Week 3-4)</b>	Statistics and Measurement, Uses, Symbols
<b>Session 5-6(Week 5-6)</b>	Data - Collection and Representation <ul style="list-style-type: none"> <li>a. Data Collection</li> <li>b. Data Representation</li> <li>c. Scale Measurement, Kinds, Sources</li> </ul>
<b>Session 7 (Week 7)</b>	Review and recap of the lectures from session 1-6
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9-10 (Week -10)</b>	<ul style="list-style-type: none"> <li>1. Unit of Measurement – Conversion</li> <li>2. English, Metric System <ul style="list-style-type: none"> <li>a. Common Statistical Data Used in Health Administration</li> <li>b. Population Census</li> </ul> </li> </ul>
<b>Session 11(Week 11)</b>	1. Percentage of Occupancy
<b>Session 12(Week 12)</b>	1. Frequency Distribution Table
<b>Session 13(Week 13)</b>	<ul style="list-style-type: none"> <li>1. Measures of Central Tendency</li> <li>2. Mean, Median, Mode, Weighted Mean</li> </ul>
<b>Session 14(Week 14)</b>	<ul style="list-style-type: none"> <li>1. Measures of Variability <ul style="list-style-type: none"> <li>a. Range, Standard Deviation</li> <li>b. Hypotheses Testing / Other Statistical Test Tools</li> </ul> </li> </ul>
<b>Session 15(Week 15)</b>	Review and recap of lectures from session 9-14
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ul style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ul>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives,





	including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## MENTAL HEALTH AND PSYCHIATRIC NURSING

1	<b>Course name</b>	MENTAL HEALTH AND PSYCHIATRIC NURSING
2	<b>Course Code</b>	NURS 305LY
3	<b>Course type: /general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING GENERAL PSYCHOLOGY
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

<b>Brief Description:</b>	The course provides an in depth-study of mental health nursing, including current trends in mental health, the treatment of mental illness, and addictive disorders. Therapeutic communication, group process and the therapeutic nurse-client relationship are emphasized. Nurse self-awareness as a component of professional development is discussed throughout the course. Likewise, the course is designed to focus on health and illness across the lifespan of clients, population groups with acute and chronic psychosocial difficulties and psychiatric illnesses.
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**Textbooks required for this Course:**

Jones, J.S. and Beauvais, A.M., 2022. Psychiatric mental health nursing: An interpersonal approach. 3<sup>rd</sup> E. Jones & Bartlett Learning. ISBN-13: 978-1284230291; ISBN-10: 1284230295.

Coon, D, Mitterer, J.O. and Martini, T.S. 2021. Introduction to Psychology: Gateways to Mind and Behavior. 6th Edition. ISBN-13: 978-0357371398; ISBN-10: 0357371399.

Morgan, K.I., and Townsend, M.C. 2020. Davis Advantage for Psychiatric Mental Health Nursing. 10<sup>th</sup> Ed. ISBN-13: 978-0803699670; ISBN-10: 0803699670.

Videback, Shela L. 2020. Psychiatric-Mental Health Nursing, 8<sup>th</sup> Ed. LWW. ISBN-13: 978-1975116378; ISBN-10: 1975116372.

Myers, D.G and Dewall C.N. 2020. Psychology. 13th Ed. ISBN-13: 978-1319132101; ISBN-10: 1319132103.

Townsend, M.C. and Morgan, K.I., 2017. Psychiatric mental health nursing: Concepts of care in evidence-based practice. 9<sup>th</sup> Ed. FA Davis. ISBN-13: 978-0803660540; SBN-10: 0803660545.

Psychiatry and mental Health

<https://www.youtube.com/watch?v=PTRYHRVsnTQ>

Therapeutic Communication

<https://www.youtube.com/watch?v=lobiEryEU6o>

Psychopharmacology

<https://www.youtube.com/watch?v=YtFnafpw9pw>

**Course Duration**

3<sup>rd</sup> Year, 2<sup>nd</sup> Semester

**Delivery**

1. Classroom Discussion
2. Quizzes
3. Mid-Term and Final Examinations
4. LCD projector, laptop, and speakers (PPT and video presentation)
5. Whiteboard and markers

**Course Objectives:**

G.C.1. Knowledge and understanding:

1. Describe how changes in societal attitudes have affected the treatment of the mentally ill.
2. Discuss the legal and ethical responsibilities involved in providing mental health care.
3. Apply the principles of group process.
4. Apply the nursing process to care for clients with mental health needs, mental illness, or addictive disorders.

G.C.2. Intellectual skills:

1. Implement effective written and verbal communication to facilitate effective care in the promotion of mental health.





	<p>2. Demonstrate the ability to establish and maintain therapeutic relationships with clients/groups/families.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Incorporate pharmacology into teaching for clients/groups/families.</li> <li>2. Discuss available community resources for clients/groups/families to meet mental health needs and improve quality of life.</li> </ol> <p>G.C.4. General and transferable skills: Promote personal and professional growth.</p>
<b>Course Assessments</b>	<p>Quiz/ Mid-Terms (30%) Attendance and Class Participation (20%) Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Overview of Mental Health and Psychiatric Nursing       <ol style="list-style-type: none"> <li>a. Mental Health</li> <li>b. Mental Illness</li> <li>c. Psychiatric Nursing</li> </ol> </li> <li>2. Mental Health and Psychiatric Nursing Practice</li> <li>3. Personality theories and determinants of psychopathology: Implications for mental health and psychiatric nursing practice.       <ol style="list-style-type: none"> <li>a. Theory of Sigmund Freud-Psychoanalytical</li> <li>b. Theory of Erick Erikson- Developmental</li> <li>c. Theory of Abraham Maslow-Hierarchy Human Needs</li> </ol> </li> <li>4. Building Nurse-Client Relationship</li> <li>5. Nurse-client interaction vs. Nurse-client Relationship</li> <li>6. Therapeutic use of self</li> <li>7. Therapeutic Communication</li> <li>8. Characteristics</li> <li>9. Techniques</li> <li>10. Concept of Anxiety       <ol style="list-style-type: none"> <li>a. Defining Characteristics of Anxiety</li> <li>b. Levels of Anxiety</li> <li>c. Manifestations of Levels of Anxiety</li> <li>d. Ego defense Mechanisms</li> </ol> </li> <li>11. Crisis       <ol style="list-style-type: none"> <li>a. Types of Crisis</li> <li>b. Phases of Crisis Development</li> <li>c. Characteristics of Crisis</li> <li>d. Crisis Intervention</li> </ol> </li> <li>12. Grief and Loss</li> <li>13. Kubler-Ross Stages of Grieving</li> <li>14. Maladaptive Patterns of Behavior</li> <li>15. Anxiety-Related Disorders       <ol style="list-style-type: none"> <li>a. Anxiety disorders across the lifespan</li> <li>b. Panic Disorder</li> <li>c. Post Traumatic Stress Disorder</li> <li>d. Phobias</li> <li>e. Obsessive-Compulsive Disorder</li> <li>f. Generalized Anxiety Disorder</li> </ol> </li> <li>16. Schizophrenia and other Psychoses       <ol style="list-style-type: none"> <li>a. Schizophrenia</li> <li>b. Catatonic type</li> </ol> </li> </ol>





- c. Paranoid type
- d. Undifferentiated type
- e. Disorganized type
- f. Residual type
- g. Disorders affecting Mental Health

17. MOOD DISORDERS

- a. Major depressive disorder
- b. Bipolar disorder
- c. Related disorder

18. PERSONALITY DISORDERS

- a. Cluster A: Paranoid, Schizoid, Schizotypal
- b. Cluster B: Antisocial, Borderline, Histrionic, Narcissistic
- c. Cluster C: Avoidant, Dependent, Obsessive-compulsive
- d. Related disorders: Depressive, Passive-aggressive

19. EATING DISORDERS

- a. Anorexia Nervosa
- b. Bulimia Nervosa
- c. Related disorders

20. CHILD AND ADOLESCENT DISORDERS

- a. Mental Retardation
- b. Learning disorder
- c. Motor skills disorder
- d. Communication disorder
- e. Pervasive development disorder
- f. Attention Deficit Hyperactivity Disorder
- g. Conduct disorder
- h. Oppositional defiant disorder
- i. Feeding and eating disorder
- j. Elimination disorder
- k. Separation anxiety disorder

21. SOMATOFORM DISORDERS

- a. Somatization Disorder
- b. Conversion Disorder
- c. Hypochondriasis
- d. Pain Disorder
- e. Body Dysmorphic Disorder
- f. Related disorders
- g. Psychotherapy and Treatment Modalities

22. INDIVIDUAL PSYCHOTHERAPY

- a. Classical psychoanalysis
- b. Psychoanalytical psychoanalysis
- c. Short term dynamic psychotherapy
- d. Transactional analysis
- e. Cognitive psychotherapy
- f. Behavioral therapy
- g. Gestalt therapy

23. MILIEU THERAPY

24. GROUP THERAPY

25. BEHAVIORAL THERAPY

- a. Behavioral modification and desensitization





	<ul style="list-style-type: none"> <li>b. Aversion therapy</li> <li>c. Cognitive behavior therapy</li> <li>d. Assertiveness training</li> <li>e. Implosive therapy</li> <li>f. Limit-setting</li> </ul> <p>26. ATTITUDE THERAPY</p> <p>27. PSYCHOSOMATIC THERAPY</p> <ul style="list-style-type: none"> <li>a. Electroconvulsive therapy</li> </ul> <p>28. PSYCHOPHARMACOLOGY</p> <ul style="list-style-type: none"> <li>a. Antipsychotic drugs: Conventional, Atypical, New generation</li> <li>b. Antidepressant drugs: Selective Serotonin Reuptake Inhibitor (SSRI), Tricyclic Antidepressant (TCA), Monoamine Oxidase Inhibitors (MAOI)</li> <li>c. Mood stabilizing drugs</li> <li>d. Antianxiety drugs</li> <li>e. Stimulants drugs</li> <li>f. Antabuse</li> </ul>
<b>Session 1 (Week 1)</b>	<ol style="list-style-type: none"> <li>1. Orientation to the subject</li> <li>2. Overview of Mental Health and Psychiatric Nursing <ul style="list-style-type: none"> <li>a. Mental Health</li> <li>b. Mental Illness</li> <li>c. Psychiatric Nursing</li> </ul> </li> <li>3. Mental Health and Psychiatric Nursing Practice</li> </ol>
<b>Session 2 (Week 2)</b>	<ol style="list-style-type: none"> <li>1. Personality theories and determinants of psychopathology: Implications for mental health and psychiatric nursing practice. <ul style="list-style-type: none"> <li>a. Theory of Sigmund Freud-Psychoanalytical</li> <li>b. Theory of Erick Erikson- Developmental</li> <li>c. Theory of Abraham Maslow-Hierarchy Human Needs</li> </ul> </li> <li>2. Building Nurse-Client Relationship</li> <li>3. Nurse-client interaction vs. Nurse-client Relationship</li> </ol>
<b>Session 3 (Week 3)</b>	<ol style="list-style-type: none"> <li>1. Therapeutic use of self</li> <li>2. Therapeutic Communication</li> <li>3. Characteristics</li> <li>4. Techniques</li> </ol>
<b>Session 4 (Week 4)</b>	<ol style="list-style-type: none"> <li>1. Concept of Anxiety <ul style="list-style-type: none"> <li>a. Defining Characteristics of Anxiety</li> <li>b. Levels of Anxiety</li> <li>c. Manifestations of Levels of Anxiety</li> <li>d. Ego defense Mechanisms</li> </ul> </li> <li>2. Crisis <ul style="list-style-type: none"> <li>a. Types of Crisis</li> <li>b. Phases of Crisis Development</li> <li>c. Characteristics of Crisis</li> <li>d. Crisis Intervention</li> </ul> </li> </ol>
<b>Session 5 (Week 5)</b>	<ol style="list-style-type: none"> <li>1. Grief and Loss</li> <li>2. Kubler-Ross Stages of Grieving</li> </ol>
<b>Session 6 (Week 6)</b>	<ol style="list-style-type: none"> <li>1. Maladaptive Patterns of Behavior</li> <li>2. Anxiety-Related Disorders <ul style="list-style-type: none"> <li>a. Anxiety disorders across the lifespan</li> </ul> </li> </ol>





	<ul style="list-style-type: none"> <li>b. Panic Disorder</li> <li>c. Post-Traumatic Stress Disorder</li> <li>d. Phobias</li> <li>e. Obsessive-Compulsive Disorder</li> <li>f. Generalized Anxiety Disorder</li> </ul>
<b>Session 7 (Week 7)</b>	Review and recap of lectures from session 1-6
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<ul style="list-style-type: none"> <li>1. Schizophrenia and other Psychoses <ul style="list-style-type: none"> <li>a. Schizophrenia</li> <li>b. Catatonic type</li> <li>c. Paranoid type</li> <li>d. Undifferentiated type</li> <li>e. Disorganized type</li> <li>f. Residual type</li> <li>g. Disorders affecting Mental Health</li> </ul> </li> <li>2. MOOD DISORDERS <ul style="list-style-type: none"> <li>a. Major depressive disorder</li> <li>b. Bipolar disorder</li> <li>c. Related disorder</li> </ul> </li> </ul>
<b>Session 10 (Week 10)</b>	<ul style="list-style-type: none"> <li>1. PERSONALITY DISORDERS <ul style="list-style-type: none"> <li>a. Cluster A: Paranoid, Schizoid, Schizotypal</li> <li>b. Cluster B: Antisocial, Borderline, Histrionic, Narcissistic</li> <li>c. Cluster C: Avoidant, Dependent, Obsessive-compulsive</li> <li>d. Related disorders: Depressive, Passive-aggressive</li> </ul> </li> <li>2. EATING DISORDERS <ul style="list-style-type: none"> <li>a. Anorexia Nervosa</li> <li>b. Bulimia Nervosa</li> <li>c. Related disorders</li> </ul> </li> </ul>
<b>Session 11 (Week 11)</b>	<ul style="list-style-type: none"> <li>1. CHILD AND ADOLESCENT DISORDERS <ul style="list-style-type: none"> <li>a. Mental Retardation</li> <li>b. Learning disorder</li> <li>c. Motor skills disorder</li> <li>d. Communication disorder</li> <li>e. Pervasive development disorder</li> <li>f. Attention Deficit Hyperactivity Disorder</li> <li>g. Conduct disorder</li> <li>h. Oppositional defiant disorder</li> <li>i. Feeding and eating disorder</li> <li>j. Elimination disorder</li> <li>k. Separation anxiety disorder</li> <li>l.</li> </ul> </li> </ul>
<b>Session 12 (Week 12)</b>	<ul style="list-style-type: none"> <li>1. SOMATOFORM DISORDERS <ul style="list-style-type: none"> <li>a. Somatization Disorder</li> <li>b. Conversion Disorder</li> <li>c. Hypochondriasis</li> <li>d. Pain Disorder</li> <li>e. Body Dysmorphic Disorder</li> <li>f. Related disorders</li> <li>g. Psychotherapy and Treatment Modalities</li> </ul> </li> </ul>
<b>Session 13 (Week 13)</b>	1. INDIVIDUAL PSYCHOTHERAPY





	<ul style="list-style-type: none"> <li>a. Classical psychoanalysis</li> <li>b. Psychoanalytical psychoanalysis</li> <li>c. Short term dynamic psychotherapy</li> <li>d. Transactional analysis</li> <li>e. Cognitive psychotherapy</li> <li>f. Behavioral therapy</li> <li>g. Gestalt therapy</li> </ul>
<b>Session 14 (Week 14)</b>	<ol style="list-style-type: none"> <li>1. MILIEU THERAPY</li> <li>2. GROUP THERAPY</li> <li>3. BEHAVIORAL THERAPY <ul style="list-style-type: none"> <li>a. Behavioral modification and desensitization</li> <li>b. Aversion therapy</li> <li>c. Cognitive behavior therapy</li> <li>d. Assertiveness training</li> <li>e. Implosive therapy</li> <li>f. Limit-setting</li> </ul> </li> <li>4. ATTITUDE THERAPY</li> <li>5. PSYCHOSOMATIC THERAPY <ul style="list-style-type: none"> <li>a. Electroconvulsive therapy</li> </ul> </li> </ol>
<b>Session 15 (Week 15)</b>	<ol style="list-style-type: none"> <li>1. PSYCHOPHARMACOLOGY <ul style="list-style-type: none"> <li>a. Antipsychotic drugs: Conventional, Atypical, New generation</li> <li>b. Antidepressant drugs: Selective Serotonin Reuptake Inhibitor (SSRI), Tricyclic Antidepressant (TCA), Monoamine Oxidase Inhibitors (MAOI)</li> <li>c. Mood stabilizing drugs</li> <li>d. Antianxiety drugs</li> <li>e. Stimulants drugs</li> <li>f. Antabuse</li> </ul> </li> </ol>
<b>Session 16 (Week 16)</b>	<b>Final Exam</b>
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer,





	interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## ADULT NURSING 2

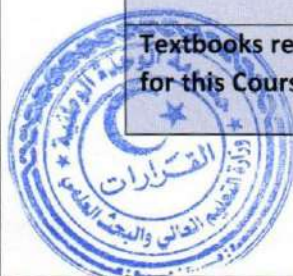
1	<b>Course name</b>	ADULT NURSING 2
2	<b>Course Code</b>	NURS 306LY
3	<b>Course type:</b> <i>/general/specialty/optional</i>	SPECIALTY
4	<b>Accredited units</b>	4 UNITS
5	<b>Educational hours</b>	64 HOURS
6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1& 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING GROWTH AND DEVELOPMENT ADULT NURSING 1
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:**

This course aims to teach the students the principles and techniques of nursing care management of sick clients across lifespan with emphasis on the adult and the older person, population group in any setting with alterations or problems in Gastrointestinal, Metabolic, and Endocrine Systems. At the end of the course and given specific situations, conditions, the nursing student should be able to apply the nursing process in the care of patients with problems of Gastrointestinal, Metabolic, and Endocrine Systems.

**Textbooks required for this Course:**

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9<sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.





Berman, A.T., Shirlee Snyder, and Geryl Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.

Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15<sup>th</sup> Ed. Lippincott, Williams & Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.

Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.

Gastrointestinal System

<https://www.youtube.com/watch?v=P9hBjriMcSw>

Liver Cirrhosis

<https://www.youtube.com/watch?v=GPZVjv1m-AI>

SIADH and Diabetes Insipidus

<https://www.youtube.com/watch?v=Oxll1r3N-hk>

Hyperthyroidism VS Hypothyroidism

<https://www.youtube.com/watch?v=5UTXFU86wK4>

Hypoparathyroidism VS Hyperparathyroidism

[https://www.youtube.com/watch?v=ph\\_xeFV-AeY](https://www.youtube.com/watch?v=ph_xeFV-AeY)

Hypoglycemia VS Hyperglycemia

<https://www.youtube.com/watch?v=dSPvc8ISWdc>

Cushing's VS Addison's

<https://www.youtube.com/watch?v=mNJdZt3Z08I>

Growth Hormone Problems

[https://www.youtube.com/watch?v=7\\_MSEcxZxLE](https://www.youtube.com/watch?v=7_MSEcxZxLE)

Hormones

<https://www.youtube.com/watch?v=9VsI3UKvLiw>

**Course Duration**

3<sup>rd</sup> Year, 2<sup>nd</sup> Semester

**Delivery**

1. Classroom Discussion/Recitations/Hand-outs
2. Quizzes
3. Laboratory works
4. Mid-Term and Final Examinations
5. LCD Projector, laptop, and speakers (PPT and video presentation)
6. White board and markers





<b>Course Objectives:</b>	This course aims to teach the students the principles and techniques of nursing care management of sick clients across lifespan with emphasis on the adult and the older person, population group in any setting with alterations or problems in Gastrointestinal, Metabolic, and Endocrine Systems. At the end of the course and given specific situations, conditions, the nursing student should be able to apply the nursing process in the care of patients with problems of Gastrointestinal, Metabolic, and Endocrine Systems.
<b>Course Assessments</b>	Quizzes (30%) Attendance (20%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Overview of Anatomy and Physiology of Gastrointestinal, Metabolic, and Endocrine Systems' Assessment, Health History, Clinical Manifestations including general appearance, specific symptoms.</li> <li>2. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Gastrointestinal Diseases.</li> <li>3. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Metabolic Diseases.</li> <li>4. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Endocrine Diseases.</li> </ol>
<b>Session 1-2(Week1-2)</b>	Overview of the anatomy and physiology of the gastrointestinal system Assessment and health history of the gastrointestinal system
<b>Session 3-4(Week3-4)</b>	Different and most common diseases involving to gastrointestinal system and their clinical manifestations and specific symptoms
<b>Session5-6 (Week5-6)</b>	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on gastrointestinal system
<b>Session 7 (Week 7)</b>	Review and recap the lectures from session 1-7
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9-10 (Week 9-10)</b>	Overview of the anatomy and physiology of the metabolic and endocrine system Assessment and health history of the metabolic and endocrine system
<b>Session 11-12 (Week 11-12)</b>	Different and most common diseases involving to metabolic and endocrine system and their clinical manifestations and specific symptoms
<b>Session 13-14 (Week 13-14)</b>	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on metabolic and endocrine system
<b>Session 15 (Week 15)</b>	Review and recap the lectures from session 9-15
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> </ol>





	5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## INTENSIVE NURSING PRACTICUM 2

1	<b>Course name</b>	INTENSIVE NURSING PRACTICUM 2
2	<b>Course Code</b>	NURS 307LY
3	<b>Course type: /general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	4 UNITS
5	<b>Educational hours</b>	192 HOURS (CLINICAL TRAINING)
6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE INTENSIVE NURSING PRACTICE 1
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

### Brief Description:

The course provides opportunities to demonstrate the procedures related to alterations in nutrition and metabolism, elimination and endocrine functions. Furthermore, the course includes procedures related to psychosocial difficulties and psychiatric illnesses. To standardize documentation, a





	<p>prescribed form shall be completed right after the related clinical experience. The course also provides opportunities for actual hospital and community experiences to ensure that competencies are developed.</p>
<b>Textbooks required for this Course:</b>	<p>Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9<sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.</p> <p>Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.</p> <p>Kelly, Jane. 2021. Health Assessment in Nursing. 7<sup>th</sup> Ed. .Lippincott, Williams &amp;Wilkins..ISBN-13: 978-1975161156; ISBN-10: 1975161157.</p> <p>Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5<sup>TH</sup> Ed. Jones and Barlett Learning. ISBN-13 : 979- 8490250258.</p> <p>Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3<sup>rd</sup> Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.</p> <p>Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.</p> <p>Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing, 14<sup>th</sup> Ed. Lippincott, Williams &amp;Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.</p> <p>Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Perry, Shannon et.al. 2017. Maternal child Nursing Care, 6<sup>th</sup> Ed.Mosby. ISBN-13: 978-0323549387; ISBN-10: 9780323549387.</p> <p>Psychiatry and mental Health  <a href="https://www.youtube.com/watch?v=PTRYHRVsnTQ">https://www.youtube.com/watch?v=PTRYHRVsnTQ</a></p> <p>Therapeutic Communication  <a href="https://www.youtube.com/watch?v=lobiEryEU6o">https://www.youtube.com/watch?v=lobiEryEU6o</a></p> <p>Psychopharmacology  <a href="https://www.youtube.com/watch?v=YtFnafpw9pw">https://www.youtube.com/watch?v=YtFnafpw9pw</a></p>
<b>Course Duration</b>	3 <sup>rd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<p>28. Hand-out/ Sheets</p> <p>29. Clinical Discussion</p> <p>30. Quizzes</p> <p>31. Case Study</p> <p>32. Graded Recitation</p>





	<p>33. Drug Study</p> <p>34. Patient endorsement</p> <p>35. Mid-Term and Final Examinations</p>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Discuss the risk factors assessment and screening procedures among clients that contribute to the development of problems in perception and coordination</li> <li>2. Explain the principles and techniques of physical examination in newborn, children and adults deviation from normal perception and coordination.</li> <li>3. Compare the different types of disorders affecting perception and coordination, addressing causes, clinical manifestations, management, possible complications and available treatments.</li> <li>4. Discuss the results and implications of diagnostic/laboratory examination of clients with reference to the problems in perception and coordination.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Use assessment parameters for determining the status of perception and coordination</li> <li>2. Perform the techniques of physical examination in client with gastro intestinal, metabolic, and endocrine system dysfunction</li> <li>3. Utilize the nursing process in the care of individuals, families in community and hospital settings.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Demonstrate ethico moral, legal responsibilities in the care of individual, family and community.</li> <li>2. Demonstrate professional attitude and behavior towards client members of the health team and peers</li> <li>3. Able to apply the concepts and principles of nursing management with special considerations on mental health and psychiatric illness , complications or alterations with the application of nursing process.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Discuss the role of the nurse in assessment and management of client with gastrointestinal, metabolic and endocrine system dysfunction</li> <li>2. Apply the research process in addressing nursing/health problems to improve quality care.</li> </ol>
<b>Course Assessments</b>	<p>Clinical Performance (70%)</p> <p>Attendance (10%)</p> <p>Final Examination (20%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Lecture/ Demo/ Return Demonstration on basic nursing care to client with mental health and psychiatric illness prior to hospital exposure</li> <li>2. Lecture and demo on basic nursing care of clients with health problems on gastrointestinal, metabolic, and endocrine systems</li> <li>3. Actual performance of skills on: <ol style="list-style-type: none"> <li>a. History taking/</li> <li>b. Vital Signs/ Physical Assessment</li> </ol> </li> <li>4. Actual performance of skills on:</li> <li>5. Inserting Nasogastric tube (NGT) and removal</li> </ol>





	6. Performing gastric lavage 7. Administering Total Parenteral nutrition 8. Actual handling of patients with ostomy appliance 9. Health Teachings on recommended Nutritional Allowance 10. Administering enema
<b>Session 1 (Week 1)</b>	Orientation to subject Orientation to area Orientations to RLE policy Checking of uniforms and paraphernalia
<b>Session2-4(Week 2-4)</b>	Enhancement of lectures about Psychiatric Nursing
<b>Session5-7(Week 5-7)</b>	Psychiatric Ward Rotation (Benghazi Psychiatric Facility)
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9-10 (Week 9-10)</b>	Medical Ward Rotation
<b>Session 11-12 (Week 11-12)</b>	Surgical Ward Rotation
<b>Session 13-14 (Week 13-14)</b>	Obstetric ICU Rotations
<b>Session 15 (Week 15)</b>	Finalization of Case Study
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.





## COMMUNICATION SKILLS 3

1	Course name	COMMUNICATION SKILLS 3
2	Course Code	LANG 302LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	COMMUNICATION SKILLS 1 COMMUNICATION SKILLS 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:** The course includes discussions on how to exchange ideas effectively in spoken communication by way of public speaking and put into application the acquired skills. This course focuses on the presentation skills through the use of oral communication and to introduce the students in using visual objects with emphasis on slide presentation. It will also help them develop communicative competence, know the importance of communications and perform presentation both in public and formal setting.

**Textbooks required for this Course:**

McCorry, L.K. and Mason, J., 2020. Communication skills for the healthcare professional. JONES & BARTLETT PUB Incorporated. ISBN-13: 978-1284219999; ISBN-10: 1284219992.

Downes, J. 2020. Communication Skills: 6 books in 1: How to Talk to Anyone, Anxiety in Relationship, Communication in Marriage and for Couples. Improve Confidence, Persuasion, Influence and Social Skills. Kindle Edition. ISBN : 1802123296.

Moss, B., 2020. Communication Skills in Nursing, Health and Social Care.5<sup>th</sup> Ed. Sage. ISBN-13: 978-1526490155; ISBN-10: 1526490153.

Riley, J.B., 2019. Communication in nursing. Elsevier Health Sciences. 9<sup>th</sup> Ed. ISBN-13: 978-0323625487; ISBN-10: 0323625487.

Webb, L. (ed), 2019. Communication Skills in Nursing Practice. 1<sup>ST</sup> Ed. SAGE. ISBN-13: 978-1526489371; ISBN-10: 1526489376.





	<p>Lester, Mark and Larry Benson. 2018. McGraw-Hill Handbook of English Grammar and Usage, 3<sup>rd</sup> Ed. McGraw-Hill Education. ISBN-13: 978-1260121674; ISBN-10: 1260121674.</p> <p>Kurtz, S., Silverman, J., Draper, J., van Dalen, J. and Platt, F.W., 2017. Teaching and learning communication skills in medicine. CRC press. ISBN-13: 9781315378398.</p> <p>Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.</p> <p>Wood, Thomas A.M.LL.B. 2015. Practical Grammar and Composition. Create Space Independent Publishing Platform. ISBN-13: 978-1519368751; ISBN-10: 1519368755.</p> <p>Orey, Maureen. 2014. Communication Skills Training. Association for Talent Development. ISBN-13: 978-1562869656; ISBN-10: 1562869655.</p> <p>McCloud, Ace. 2015. Communication Skills: Discover the Best Ways to Communicate, Be Charismatic, Use Body Language, Persuade, and Be a Great Conversationalist (Communication Language, Social Skills, Persuasion Skills). Create Space Independent Publishing Platform. ISBN-13: 978-1502711540; USBN-10: 1502711540.</p> <p>Nature and Elements of Communication  <a href="https://www.youtube.com/watch?v=1p9HxoWhboM">https://www.youtube.com/watch?v=1p9HxoWhboM</a></p> <p>How to say English letters  <a href="https://www.youtube.com/watch?v=MvNdsUJDphU">https://www.youtube.com/watch?v=MvNdsUJDphU</a></p> <p>The Best Way to Learn English Vowels  <a href="https://www.youtube.com/watch?v=NWW-iOFrXel">https://www.youtube.com/watch?v=NWW-iOFrXel</a>  Sound Warm and Natural  <a href="https://www.youtube.com/watch?v=OAmdu_t164l">https://www.youtube.com/watch?v=OAmdu_t164l</a></p>
<b>Course Duration</b>	3 <sup>rd</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitation</li> <li>2. Essay Writing/Hand-outs/Sheets</li> <li>3. Quiz, Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Describe basic skills that would develop their communicative competence.</li> <li>2. Understand the vowel sounds with correct pronunciation.</li> <li>3. Create simple words from the correct pronunciation of words.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Define communications and its element.</li> </ol>





	<p>2. Identify the vowel sounds and correct pronunciation.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Understand and accomplish assignments from the lesson presented</li> <li>2. Read with appreciation and expression on correct usage of vowel sounds pronunciation.</li> <li>3. Discuss with different exercises</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Sentence construction with the correct usage of sounds.</li> </ol>
<b>Course Assessments</b>	<p>Attendance (15%)</p> <p>Quiz/Mid-Term Examination (20%)</p> <p>Oral Presentation (15%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Introduction: know each other activities Presentation of Communication Skills</li> <li>2. Communication and elements of communication</li> <li>3. Pronunciation-English Alphabet, Speech Organ</li> <li>4. Vowel sounds: Long and Short sounds with Drills of Words and Phrases (A, E, I, O, U)</li> <li>5. Reading with Appreciation and expression using correct usage of vowel sounds</li> <li>6. Exchanging of ideas through Vowel Sounds pronunciation and exercises</li> <li>7. Sentence Construction Using the Vowel Sounds</li> </ol>
<b>Session1-2(Week 1-2)</b>	<ol style="list-style-type: none"> <li>3. Orientation to the subject.</li> <li>4. Introduction: know each other activities Presentation of Communication Skills</li> </ol>
<b>Session3-4(Week 3-4)</b>	Communication and elements of communication
<b>Session 5 (Week 5)</b>	Pronunciation- English alphabet, speech organ
<b>Session 6 (Week 6)</b>	Graded recitation
<b>Session 7 (Week 7)</b>	Review and recap of lectures of session 1-5
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Vowel sounds: Long and Short sounds with Drills of Words and Phrases (A, E, I, O, U)
<b>Session 10 (Week 10)</b>	Graded recitation
<b>Session 11 (Week 11)</b>	Reading with Appreciation and expression using correct usage of vowel sounds
<b>Session 12 (Week 12)</b>	Graded recitation
<b>Session 13 (Week 13)</b>	Exchanging of ideas through Vowel Sounds pronunciation and exercises
<b>Session 14 (Week 14)</b>	Graded recitation
<b>Session 15 (Week 15)</b>	Sentence Construction Using the Vowel Sounds Review and recap of lectures from session 8-13
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed.





	<p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## ONCOLOGY AND EMERGENCY WITH DISASTER NURSING

1	<b>Course name</b>	ONCOLOGY AND EMERGENCY WITH DISASTER NURSING
2	<b>Course Code</b>	NURS 401LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	3 UNITS
5	<b>Educational hours</b>	48 HOURS
6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE





		INTENSIVE NURSING PRACTICE 1 & 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:**

This course is designed to provide principles and techniques of nursing care management to clients with oncologic conditions, and in carrying out basic nursing procedures while understanding and working with radiotherapy devices used in the treatment. Furthermore, the course aims to enhance the utilization of the nursing process applying the principles of decision making; critical thinking; and independent judgment. Learning experiences of students include working with clients in all ages in ambulatory, acute and chronic settings.

This course is designed to introduce the student how to manage patients under emergency cases. Emphasis is on rapid assessment, setting priorities, rapid decision-making and appropriate nursing interventions. The course may include cases with cardiovascular, pulmonary, renal, neurologic, and multisystem alterations. Concepts, principles of nursing management of critically ill patients. (Individual family, group, community) in all stages of emergency condition with emphasis on the application of the nursing process.

**Textbooks required for this Course:**

Brant, J.M., Cope, D.G. and Saria, M.G., 2020. Core Curriculum for Oncology Nursing 6<sup>th</sup> Ed. St. Louis, MO: Elsevier. ISBN-13: 978-0323595452; ISBN-10: 0323595456.

Shockney, L.D., 2019. Oncology Nurse Navigation: Transitioning Into the Field. 1<sup>st</sup> Ed. Jones & Bartlett Learning. ISBN-13: 978-1284198607; ISBN-10: 128419860X.

Veenema, Tener Goodwin, 2018. Disaster nursing and emergency preparedness. Emergency Nurse Book Includes New Preparedness Material on Climate Change, Terrorism, and Infectious Diseases. 4<sup>th</sup> Ed. Springer Publishing Company. ISBN-13: 978-0826144171; ISBN-10: 0826144179.

Yarbro, C.H., Wujcik, D. and Gobel B.H. 2018. Oncology Nursing Review. 6th Edition. Jones & Bartlett Learning. ISBN-13: 978-1284144925; ISBN-10: 1284144925.

Newton, S., Hickey, M. and Brant, J., 2016. Mosby's oncology nursing advisor E-book: a comprehensive Guide to clinical practice. Elsevier Health Sciences. ISBN-13: 978-0323375634; ISBN-10: 0323375634.

Oncology Nursing

<https://www.youtube.com/watch?v=ZVYLHUzIP8w>

Pharmacology- Oncology Nursing





	<p><a href="https://www.youtube.com/watch?v=wSkR_WI_JMs">https://www.youtube.com/watch?v=wSkR_WI_JMs</a></p> <p>Cancer: Nursing Care and Patient Teaching</p> <p><a href="https://www.youtube.com/watch?v=w5D3dpik2bY">https://www.youtube.com/watch?v=w5D3dpik2bY</a></p> <p>Cancer: Pathophysiology</p> <p><a href="https://www.youtube.com/watch?v=Yc_IRGozLAo">https://www.youtube.com/watch?v=Yc_IRGozLAo</a></p> <p>Tumor Classification</p> <p><a href="https://www.youtube.com/watch?v=IGZOTk4Q">https://www.youtube.com/watch?v=IGZOTk4Q</a></p> <p>Triage Nursing</p> <p><a href="https://www.youtube.com/watch?v=gotDtw5rXlc">https://www.youtube.com/watch?v=gotDtw5rXlc</a></p> <p>Emergency Nursing Tips</p> <p><a href="https://www.youtube.com/watch?v=tcOospOqGTg">https://www.youtube.com/watch?v=tcOospOqGTg</a></p> <p>ABC's and how to prepare for an incoming patient</p> <p><a href="https://www.youtube.com/watch?v=-JoU28sCmHA">https://www.youtube.com/watch?v=-JoU28sCmHA</a></p> <p>Crash Cart</p> <p><a href="https://www.youtube.com/watch?v=QFww8xECfaA">https://www.youtube.com/watch?v=QFww8xECfaA</a></p> <p>GCS Scoring</p> <p><a href="https://www.youtube.com/watch?v=vAdlUrPxsA">https://www.youtube.com/watch?v=vAdlUrPxsA</a></p>
<b>Course Duration</b>	4 <sup>th</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<p>36. Hand-outs/ Sheets</p> <p>37. Classroom Discussion</p> <p>38. Quizzes</p> <p>39. Case Study</p> <p>40. Graded Recitation</p> <p>41. Mid-Term and Final Examinations</p>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Compare the structure and function of the normal cell and the cancer cell.</li> <li>2. Differentiate between benign and malignant tumors.</li> <li>3. Identify agents and factors that have been found to be carcinogenic.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Describe the significance of health education and preventive care in decreasing the incidence of cancer.</li> <li>2. Differentiate among the purposes of surgical procedures used in cancer treatment, diagnosis, prophylaxis, palliation, and reconstruction.</li> <li>3. Describe the roles of surgery, radiation therapy, chemotherapy, bone marrow transplantation, and other therapies in treating cancer.</li> </ol> <p>G.C.3. Professional and practical skills:</p>





	<ol style="list-style-type: none"> <li>1. Describe the special nursing needs of patients receiving chemotherapy</li> <li>2. Describe common nursing diagnoses and collaborative problems of patients with cancer.</li> <li>3. Use the nursing process as a framework for care of patients with cancer.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Describe the special nursing needs of patients receiving chemotherapy.</li> <li>2. Discuss the role of the nurse in assessment and management of specific neoplastic conditions, namely: malignancies of the breast, colon, lungs, prostate, uterine cervix, liver and blood.</li> </ol>
<b>Course Assessments</b>	<p>Quiz/ Mid-Term (30%)</p> <p>Attendance (20%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Concepts of cellular growth and proliferation</li> <li>2. Definition and nomenclature</li> <li>3. Characteristics of benign and malignant neoplasm</li> <li>4. Differentiation and Anaplasia</li> <li>5. Rate of Growth</li> <li>6. Local Invasion</li> <li>7. Metastasis</li> <li>8. Carcinogenesis</li> <li>9. Cancer Prevention <ol style="list-style-type: none"> <li>a. Primary</li> <li>b. Secondary</li> </ol> </li> <li>10. Overview of Cancer Management <ol style="list-style-type: none"> <li>a. Cure</li> <li>b. Control</li> <li>c. Palliation</li> </ol> </li> <li>11. Overview of Treatment Modalities <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Diagnostic</li> <li>c. Local and Wide Excision</li> <li>d. Prophylactic</li> <li>e. Reconstructive</li> </ol> </li> </ol>





- f. Radiation
  - 1. Adverse Reactions
  - 2. Nursing Interventions
- g. Chemotherapy
  - 1. Adverse Reactions
  - 2. Nursing Interventions
- h. Bone Marrow Transplant
  - 1. Donor types
    - 1. Allogenic
    - 2. Autologous
    - 3. Syngeneic
  - 2. Graft versus host reaction

12. Neoplastic Conditions

13. Breast Cancer

- a. Risk factors
- b. Signs and symptoms
- c. Diagnostic tests
- d. Grading and staging of cancer
- e. Surgical treatment: Mastectomy

14. Lung Cancer

- a. Risk factors
- b. Signs and symptoms
- c. Diagnostic tests
- d. Grading and staging of cancer
- e. Surgical treatment: Pneumonectomy

15. Colorectal Cancer

- a. Risk factors
- b. Signs and symptoms
- c. Diagnostic tests
- d. Grading and staging of cancer
- e. Surgical treatment: Colostomy

16. Prostatic Cancer





	<ul style="list-style-type: none"> <li>a. Risk factors</li> <li>b. Signs and symptoms</li> <li>c. Diagnostic tests</li> <li>d. Grading and staging of cancer</li> <li>e. Surgical treatment: Prostatectomy</li> </ul> <p>17. Cervical Cancer</p> <ul style="list-style-type: none"> <li>a. Risk factors</li> <li>b. Signs and symptoms</li> <li>c. Diagnostic tests</li> <li>d. Grading and staging of cancer</li> <li>e. Surgical treatment: Hysterectomy</li> </ul> <p>18. Liver Cancer</p> <ul style="list-style-type: none"> <li>a. Risk factors</li> <li>b. Signs and symptoms</li> <li>c. Diagnostic tests</li> <li>d. Grading and staging of cancer</li> <li>e. Surgical treatment: Liver Transplant</li> </ul> <p>19. Leukemia</p> <ul style="list-style-type: none"> <li>a. Risk factors</li> <li>b. Signs and symptoms</li> <li>c. Diagnostic tests</li> <li>d. Grading and staging of cancer</li> <li>e. Surgical treatment: Bone marrow Transplant</li> </ul>
<b>Session 1 (Week 1)</b>	<p>Orientation to subject.</p> <p>Concepts of cellular growth and proliferation</p> <p>Definition and nomenclature</p> <p>Characteristics of benign and malignant neoplasm</p> <p>Differentiation and Anaplasia</p> <p>Rate of Growth</p> <p>Local Invasion</p> <p>Metastasis</p>
<b>Session 2 (Week 2)</b>	<p>Carcinogenesis</p> <p>Cancer Prevention</p> <ol style="list-style-type: none"> <li>1. Primary</li> <li>2. Secondary</li> </ol>





	<p>Overview of Cancer Management</p> <ol style="list-style-type: none"> <li>a. Cure</li> <li>b. Control</li> <li>c. Palliation</li> </ol>
<b>Session 3 (Week 3)</b>	<ol style="list-style-type: none"> <li>1. Overview of Treatment Modalities <ol style="list-style-type: none"> <li>a. Surgery</li> <li>b. Diagnostic</li> <li>c. Local and Wide Excision</li> <li>d. Prophylactic</li> </ol> </li> <li>2. Reconstructive</li> </ol>
<b>Session 4 (Week 4)</b>	<p>Radiation</p> <ol style="list-style-type: none"> <li>1. Adverse Reactions</li> <li>2. Nursing Interventions</li> </ol>
<b>Session 5 (Week 5)</b>	<p>Chemotherapy</p> <ol style="list-style-type: none"> <li>1. Adverse Reactions</li> <li>2. Nursing Interventions</li> </ol>
<b>Session 6 (Week 6)</b>	<p>Bone Marrow Transplant</p> <p>Donor types</p> <ol style="list-style-type: none"> <li>f. Allogenic</li> <li>g. Autologous</li> <li>h. Syngeneic</li> </ol> <p>Graft versus host reaction</p>
<b>Session 7 (Week 7)</b>	<p>Introduction to Neoplastic Condition</p> <p>Recap and review of lectures from session 1-6</p>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<p>Breast Cancer</p> <ol style="list-style-type: none"> <li>1. Risk factors</li> <li>2. Signs and symptoms</li> <li>3. Diagnostic tests</li> <li>4. Grading and staging of cancer</li> <li>5. Surgical treatment: Mastectomy</li> </ol>
<b>Session 10 (Week 10)</b>	<p>Lung Cancer</p> <ol style="list-style-type: none"> <li>1. Risk factors</li> <li>2. Signs and symptoms</li> <li>3. Diagnostic tests</li> </ol>





	<p>4. Grading and staging of cancer</p> <p>5. Surgical treatment: Mastectomy</p>
<b>Session 11 (Week 11)</b>	<p>Colorectal Cancer</p> <p>1. Risk factors</p> <p>2. Signs and symptoms</p> <p>3. Diagnostic tests</p> <p>4. Grading and staging of cancer</p> <p>5. Surgical treatment: Mastectomy</p>
<b>Session 12 (Week 12)</b>	<p>Prostatic Cancer</p> <p>1. Risk factors</p> <p>2. Signs and symptoms</p> <p>3. Diagnostic tests</p> <p>4. Grading and staging of cancer</p> <p>5. Surgical treatment: Mastectomy</p>
<b>Session 13 (Week 13)</b>	<p>Cervical Cancer</p> <p>1. Risk factors</p> <p>2. Signs and symptoms</p> <p>3. Diagnostic tests</p> <p>4. Grading and staging of cancer</p> <p>5. Surgical treatment: Mastectomy</p>
<b>Session 14 (Week 14)</b>	<p>Liver Cancer</p> <p>1. Risk factors</p> <p>2. Signs and symptoms</p> <p>3. Diagnostic tests</p> <p>4. Grading and staging of cancer</p> <p>5. Surgical treatment: Mastectomy</p>
<b>Session 15 (Week 15)</b>	<p>Leukemia</p> <p>1. Risk factors</p> <p>2. Signs and symptoms</p> <p>3. Diagnostic tests</p> <p>4. Grading and staging of cancer</p> <p>5. Surgical treatment: Mastectomy</p>
<b>Session 16 (Week 16)</b>	<b>Final Exam</b>
<b>Attendance Expectations</b>	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p>





	<p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

### ADULT NURSING 3

1	<b>Course name</b>	ADULT NURSING 3
2	<b>Course Code</b>	NURS 402LY
3	<b>Course type:</b> <i>/general/specialty/optional</i>	COMPULSORY/ GENERAL
4	<b>Accredited units</b>	4 UNITS
5	<b>Educational hours</b>	64 HOURS
6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE ADULT NURSING 1 & 2
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:**

This course deals with the concepts, principles and theories of human behavior and the care of the sick client across the lifespan with emphasis on the adult and the older person, population group experiencing alterations in





	<p>inflammatory and immunologic response and perception and coordination in varied settings. This course is likewise designed to provide principles and techniques of nursing care management to orthopedic clients in carrying out basic nursing procedures while understanding and working with orthopedic devices used in the treatment of musculoskeletal diseases and injuries. Furthermore, the course aims to enhance the utilization of the nursing process in the care of these clients applying the principles of decision-making, critical thinking, and independent judgment.</p>
<p><b>Textbooks required for this Course:</b></p>	<p>Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9<sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.</p> <p>Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.</p> <p>Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing, 15<sup>th</sup> Ed. Lippincott, Williams &amp;Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.</p> <p>Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.</p> <p>Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing, 14<sup>th</sup> Ed. Lippincott, Williams &amp;Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.</p> <p>Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Black, Joyce and Jane Jawks. 2008. Medical-Surgical Nursing: Clinical Management for Positive Outcomes, 8<sup>th</sup> Ed. Saunders. ISBN-13: 978-1416046875; ISBN-10: 1416046879.</p> <p>Immunity Disorders  <a href="https://www.youtube.com/watch?v=tCCwpuZ3lvo">https://www.youtube.com/watch?v=tCCwpuZ3lvo</a>  Musculoskeletal Disorders  <a href="https://www.youtube.com/watch?v=qay2m6dSqWY">https://www.youtube.com/watch?v=qay2m6dSqWY</a>  Nervous System and musculoskeletal problems  <a href="https://www.youtube.com/watch?v=FGRBBdD7cN8">https://www.youtube.com/watch?v=FGRBBdD7cN8</a>  Eye Allergy  <a href="https://www.youtube.com/watch?v=KihqWYtEdbk">https://www.youtube.com/watch?v=KihqWYtEdbk</a>  Allergic rhinitis  <a href="https://www.youtube.com/watch?v=lokODX8n0Pw">https://www.youtube.com/watch?v=lokODX8n0Pw</a>  Nasal Polyp</p>





	<a href="https://www.youtube.com/watch?v=KWzGXu5mzNg">https://www.youtube.com/watch?v=KWzGXu5mzNg</a> Types of Hearing Loss <a href="https://www.youtube.com/watch?v=IKBkHyg8IOI">https://www.youtube.com/watch?v=IKBkHyg8IOI</a> Loss of Taste <a href="https://www.youtube.com/watch?v=iOHj_IUOPCM">https://www.youtube.com/watch?v=iOHj_IUOPCM</a>
<b>Course Duration</b>	4 <sup>th</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	1. Classroom Discussion 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
<b>Course Objectives:</b>	G.C.1. Knowledge and understanding: <ol style="list-style-type: none"> <li>1. Discuss the overall assessment of clients with musculoskeletal, neurologic, vision and hearing problems.</li> <li>2. Review on the Anatomy and Physiology of the musculoskeletal, nervous and special senses system.</li> <li>3. Discuss the common musculoskeletal, neurologic, vision and hearing problems.</li> <li>4. Explain thoroughly the nursing management of the clients with various musculoskeletal, neurologic and special senses problems.</li> </ol> G.C.2. Intellectual skills: <ol style="list-style-type: none"> <li>1. Apply the nursing process in an independent manner to provide holistic nursing care to the clients.</li> <li>2. Formulate specific nursing care plan to meet the needs and problems of the clients in all aspects especially physical and psychological.</li> <li>3. Apply principles of decision-making, critical thinking and independent judgment to the care of patients.</li> </ol> G.C.3. Professional and practical skills: <ol style="list-style-type: none"> <li>1. Perform assessment techniques to identify patient problems and needs.</li> <li>2. Design nursing care plan for the acute, chronic and critically ill patients.</li> <li>3. Demonstrate technical skills in managing clients with different disorders.</li> <li>4. Application of nursing process (Documentation and Implementation)</li> </ol> G.C.4. General and transferable skills: <ol style="list-style-type: none"> <li>1. Utilize critical thinking, research findings and standards of nursing practice in the provision of nursing care to the elderly clients and their families.</li> <li>2. Utilize effective written, oral and non-verbal communication with clients, their families and other members of the health team.</li> </ol>
<b>Course Assessments</b>	Quizzes (30%) Attendance (20%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	14. Overview of Anatomy and Physiology of Immune and Neuro-musculoskeletal Systems, and Special Senses' Assessment, Health History, Clinical Manifestations including general appearance, specific symptoms. 15. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Immune Diseases.





	<p>16. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Neuro-musculoskeletal Diseases.</p> <p>17. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Special Senses' Diseases.</p>
<b>Session 1 (Week 1)</b>	<p>Orientation to subject.</p> <p>Overview of the anatomy and physiology of the immune system</p> <p>Assessment and health history of the immune system</p>
<b>Session 2 (Week 2)</b>	<p>Different and most common diseases involving to immune system and their clinical manifestations and specific symptoms</p>
<b>Session 3 (Week 3)</b>	<p>Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on immune system</p>
<b>Session 4 (Week 4)</b>	<p>Overview of the anatomy and physiology of the nervous system</p> <p>Assessment and health history of the nervous system</p>
<b>Session 5 (Week 5)</b>	<p>Different and most common diseases involving to nervous system and their clinical manifestations and specific symptoms</p>
<b>Session 6 (Week 6)</b>	<p>Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on nervous system</p>
<b>Session 7 (Week 7)</b>	<p>Recap and review of immune system and nervous system</p>
<b>Session 8 (Week 8)</b>	<p>Midterm Exam</p>
<b>Session 9 (Week 9)</b>	<p>Overview of the anatomy and physiology of the musculoskeletal system</p> <p>Assessment and health history of the musculoskeletal system</p>
<b>Session 10 (Week 10)</b>	<p>Different and most common diseases involving to musculoskeletal system and their clinical manifestations and specific symptoms</p>
<b>Session 11 (Week 11)</b>	<p>Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on musculoskeletal system</p>
<b>Session 12 (Week 12)</b>	<p>Overview of the anatomy and physiology of the special senses</p> <p>Assessment and health history of the special senses</p>
<b>Session 13 (Week 13)</b>	<p>Different and most common diseases involving to special senses and their clinical manifestations and specific symptoms</p>
<b>Session 14 (Week 14)</b>	<p>Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on special senses</p>
<b>Session 15 (Week 15)</b>	<p>Recap and review of musculoskeletal system and special senses</p>
<b>Session 16 (Week 16)</b>	<p>Final Exam</p>
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> </ol>





	6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

### INTENSIVE NURSING PRACTICUM 3

1	<b>Course name</b>	INTENSIVE NURSING PRACTICUM 3
2	<b>Course Code</b>	NURS 403LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	4 UNITS
5	<b>Educational hours</b>	192 HOURS (CLINICAL TRAINING)
6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE RLE 1,2,3 & 4 INTENSIVE NURSING PRACTICE 1 & 2
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:**

The course provides opportunities to demonstrate the procedures related to alterations in inflammatory and immunologic responses, perception and coordination functions and in cellular aberration. Furthermore, this course provides opportunities for actual experience to ensure competencies in caring





	<p>for clients under emergency situations are developed. To standardize documentation, a prescribed form shall be completed right after the related clinical experience. The course also provides opportunities for actual clinical, hospital and community experiences to ensure that competencies are developed.</p>
<p><b>Textbooks required for this Course:</b></p>	<p>Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9<sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.</p> <p>Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.</p> <p>Kelly, Jane. 2021. Health Assessment in Nursing. 7<sup>th</sup> Ed. .Lippincott, Williams &amp;Wilkins..ISBN-13: 978-1975161156; ISBN-10: 1975161157.</p> <p>Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5<sup>TH</sup> Ed. Jones and Barlett Learning. ISBN-13 : 979- 8490250258.</p> <p>Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3<sup>rd</sup> Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.</p> <p>Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.</p> <p>Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing, 14<sup>th</sup> Ed. Lippincott, Williams &amp;Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.</p> <p>Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Perry, Shannon et.al. 2017. MaternalChild Nursing Care, 6<sup>th</sup> Ed.Mosby. ISBN-13: 978-0323549387; ISBN-10: 9780323549387.</p> <p>Emergency Nurse Must Know Clinical Skills  <a href="https://www.youtube.com/watch?v=aaa8R3V03Sw">https://www.youtube.com/watch?v=aaa8R3V03Sw</a></p> <p>Emergency Drugs  <a href="https://www.youtube.com/watch?v=z1pzJkNxfo8">https://www.youtube.com/watch?v=z1pzJkNxfo8</a></p> <p>Intubation preparation  <a href="https://www.youtube.com/watch?v=aDD8lpt2H1l">https://www.youtube.com/watch?v=aDD8lpt2H1l</a></p> <p>CPR  <a href="https://www.youtube.com/watch?v=hizBdM1Ob68">https://www.youtube.com/watch?v=hizBdM1Ob68</a></p> <p>Radiation oncology nursing  <a href="https://www.youtube.com/watch?v=4qAgy_xQHzy">https://www.youtube.com/watch?v=4qAgy_xQHzy</a></p>





	<p>Chemotherapy  <a href="https://www.youtube.com/watch?v=WmmSdeamp6U">https://www.youtube.com/watch?v=WmmSdeamp6U</a>            Basic First Aid Training UK (Updated 2022)  <a href="https://www.youtube.com/watch?v=ErxKDbH-iii">https://www.youtube.com/watch?v=ErxKDbH-iii</a></p>
<b>Course Duration</b>	4 <sup>th</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<p>42. Hand-out/ Sheets            43. Clinical Discussion            44. Quizzes            45. Case Study            46. Graded Recitation            47. Drug Study            48. Patient endorsement            49. Mid-Term and Final Examinations</p>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Explain emergency care as a collaborative, holistic approach that includes the patient, the family, and significant others.</li> <li>2. Discuss priority emergency measures instituted for any patient with an emergency condition.</li> <li>3. Describe the emergency management of patients with health problems in Immune.</li> <li>4. Identify the priorities of care for the patient with multiple system dysfunctions.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Specify the similarities and differences for the emergency management of patients with swallowed or inhaled poisons, skin contamination, and food poisoning.</li> <li>2. Discuss the emergency management of patients with drug overdose and with acute alcohol intoxication.</li> <li>3. Utilize the nursing process in the care of patients with acute/critical condition Identify trends and issues related to the care of clients with oncology and emergency conditions</li> <li>4. Apply principles of decision-making, critical thinking and independent judgment to the care of patients with health problems in immune, neuro,-musculoskeletal system and special senses dysfunction.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Observe bioethical principles, core values, and standards of nursing care.</li> <li>2. Promote personal and professional growth.</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Discuss the role of the nurse in assessment and management client with cancer and emergency conditions.</li> <li>2. Describe the responsibilities of the nurse in the care of the newborn.</li> <li>3. Promote maximum physical, psychological and emotional well being of clients and family</li> </ol>
<b>Course Assessments</b>	<p>Clinical Performance (70%)            Attendance (10%)            Final Examination (20%)</p>
<b>Content Breakdown Topical Coverage</b>	11. Basic Nursing Skills on Health problems in gastrointestinal , metabolic and endocrine system assessment prior to hospital exposure





	<p>12. Actual performance of skills on mental health and psychiatric illness</p> <p>13. Self-awareness assessment</p> <p>14. Play therapy</p> <p>15. Suctioning/ Chest physiotherapy</p> <p>16. Administering oral and tube feedings</p> <p>17. Blood Glucose Level Monitoring</p> <p>18. Preparing and Administering oral and intravenous medications</p> <p>19. Blood Transfusion/ Fluid and electrolytes replacements</p> <p>20. Actual performance of the</p> <ol style="list-style-type: none"> <li>Monitoring of Intake and Output</li> <li>Monitoring Neurovital signs</li> <li>Do referral as needed</li> </ol> <p>21. Elimination</p> <ol style="list-style-type: none"> <li>Assisting/Offering bedpan</li> <li>Administration of Enema</li> </ol> <p>22. Colostomy Care</p>
<b>Session 1 (Week 1)</b>	<p>Orientation to subject</p> <p>Orientation to area</p> <p>Orientations to RLE policy</p> <p>Checking of uniforms and paraphernalia</p>
<b>Session 2-7(Week 2-7)</b>	DUTY DUTY DUTY
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9-15 (Week 9-15)</b>	DUTY DUTY DUTY
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	<p>The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.</p>
<b>Course Change</b>	<p>Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to</p>





changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## NURSING RESEARCH 1

1	Course name	NURSING RESEARCH 1
2	Course Code	NURS 404LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	3 UNITS (2/1/) (LEC/LAB)
5	Educational hours	64 HOURS
6	Pre-requisite requirements	THEORETICAL FOUNDATIONS OF NURSING FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:** The course is designed to provide the nursing students with the rudiments of Nursing Research that will equip them with concepts, principles in research starting from an overview of the major phases of the research process. It will include discussion from formulation to dissemination of research findings, focus on the formulation of a research problem to the selection of the research design, planning and choosing the appropriate research tool for data gathering. It is the aim of the course to promote an understanding of research as an integral part of the nursing profession. This course will require the student/group to present a research proposal in a colloquium to apply knowledge and demonstrate skills and attitude in the conceptual, design and planning phases of the research process.

**Textbooks required for this Course:** LoBiondo-Wood, G. and Haber, J., 2021. Nursing Research E-Book: Methods and Critical Appraisal for Evidence-Based Practice. 10<sup>TH</sup> Ed. Elsevier Health Sciences. ISBN-13: 978-0323762915; ISBN-10: 0323762913.

Polit, D. and Beck, C., 2020. Essentials of Nursing Research: Appraising Evidence for Nursing Practice. Lippincott Williams & Wilkins. ISBN-13: 978-1975141851; ISBN-10: 1975141857.





	<p>Polgar , S. and Thomas. S.A. 2019. Introduction to Research in the Health Sciences. 7th Edition. Elsevier. ISBN-13: 978-0702074936; nISBN-10: 0702074934.</p> <p>Boswell, C. and Cannon, S., 2018. Introduction to nursing research: Incorporating Evidence-Based Practice: 5th Ed. Jones &amp; Bartlett Learning. ISBN-13: 978-1284149791; ISBN-10: 128414979X.</p> <p>Nursing Research</p> <p><a href="https://www.youtube.com/watch?v=m7GPRPf01M">https://www.youtube.com/watch?v=m7GPRPf01M</a></p> <p>Evidenced-based practice</p> <p><a href="https://www.youtube.com/watch?v=yYpGiEoUZPA">https://www.youtube.com/watch?v=yYpGiEoUZPA</a></p>
<b>Course Duration</b>	4 <sup>th</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Define nursing research</li> <li>2. Identify sources of nursing knowledge.</li> <li>3. List the steps in conducting quantitative research</li> <li>4. Discuss the steps in quantitative research</li> <li>5. Differentiate between qualitative and quantitative research</li> <li>6. Identify two of the most common data collection methods used in qualitative research</li> <li>7. Identify sources of nursing research problems</li> <li>8. Identify sources or rationale for study hypotheses.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Discuss four goals for conducting nursing research</li> <li>2. Compare qualitative and quantitative research.</li> <li>3. Distinguish between the problem and purpose of a study</li> <li>4. Determine factors to be considered when choosing an appropriate topic for a research study</li> <li>5. Discuss the format for writing a problem statement</li> <li>6. Determine the purposes of hypotheses in research studies.</li> <li>7. Describe classifications of hypotheses</li> <li>8. Distinguish between simple and complex hypotheses</li> <li>9. Compare null hypotheses and research hypotheses</li> <li>10. Differentiate non-directional and directional research hypotheses</li> <li>11. Discuss the format for writing hypotheses</li> </ol>





	<p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Write problem statements for nursing studies</li> <li>2. Conduct a literature search on a given topic</li> <li>3. List the criteria to be considered when formulating a hypothesis</li> <li>4. Critique study hypotheses and research questions in research reports and articles</li> <li>5. Recognize the use of hypotheses in the testing of theories</li> <li>6. Critique problem statements in research reports and articles</li> <li>7. Compare electronic sources that are useful for nurses when conducting a literature review.</li> </ol> <p>G.C.3. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Promote personal and professional growth.</li> </ol>
<p><b>Course Assessments</b></p>	<p>Quiz/ Mid-Term (20%)</p> <p>Attendance (20%)</p> <p>Research Proposal (20%)</p> <p>Final Examination (40%)</p>
<p><b>Content Breakdown Topical Coverage</b></p>	<ol style="list-style-type: none"> <li>1. Overview of Nursing Research</li> <li>2. Definition of terminology for research</li> <li>3. Sources of evidence for Nursing Practice</li> <li>4. Purpose of Nursing Research</li> <li>5. Qualitative and Quantitative Research</li> <li>6. Variables       <ol style="list-style-type: none"> <li>a. Definitions:           <ol style="list-style-type: none"> <li>i. Conceptual</li> <li>ii. Operational</li> </ol> </li> <li>b. Types of Variables</li> <li>c. Relationships</li> </ol> </li> <li>7. Major Classes of Quantitative Research:       <ol style="list-style-type: none"> <li>a. Experimental</li> <li>b. Non-experimental</li> </ol> </li> <li>8. Phases of Quantitative Research:       <ol style="list-style-type: none"> <li>a. Conceptual Phase</li> <li>b. Design and Planning Phase</li> </ol> </li> <li>9. Phases of Quantitative Research:</li> </ol>





- a. Empirical Phase
- b. Analytical Phase
- c. Dissemination Phase
- 10. Conceptualizing Research
  - a. Research Problem
  - b. Problem Statement
  - c. Research Questions
  - d. Research Objectives
  - e. Hypothesis:
    - i. Research Hypothesis
      - 1. Simple and complex
      - 2. Directional and non-directional
- 11. Variables
  - a. Dependent
  - b. Independent
- 12. Review of Related Literatures
  - a. How to gather
  - b. How to organize
- 13. Population and Sampling
  - a. Random
  - b. Non-random
- 14. Instrumentation and Data Collection
  - a. Methods of data collection
- 15. Organization of Data
  - a. Tabulation
  - b. Organizing collected data
- 16. Review of basic statistical concepts for treatment of gathered data
  - a. Definition of terms
  - b. Measures of central tendency
  - c. Frequency and distribution
  - d. Weighted mean, Ranking
  - e. Guidelines and application of statistical procedure
- 17. Presentation and analysis of data
- 18. Communicate findings and utilization of findings
- 19. Formulation of research proposal

**Session 1 (Week 1)**

- 1. Orientation to subject.
- 2. Overview of Nursing Research
- 3. Definition of terminology for research





	<ul style="list-style-type: none"> <li>4. Sources of evidence for Nursing Practice</li> <li>5. Purpose of Nursing Research</li> </ul>
<b>Session 2 (Week 2)</b>	Steps in Nursing Research
<b>Session 3 (Week 3)</b>	<ul style="list-style-type: none"> <li>Sources of Research Topics</li> <li>Ethical Considerations in Research</li> </ul>
<b>Session 4 (Week 4)</b>	<ul style="list-style-type: none"> <li>Research Design</li> <li>1. Different types of qualitative research</li> <li>2. Different types of quantitative research</li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>1. Conceptualizing Research <ul style="list-style-type: none"> <li>a. Research Problem</li> <li>b. Problem Statement</li> <li>c. Research Questions</li> <li>d. Research Objectives</li> <li>e. Hypothesis: <ul style="list-style-type: none"> <li>i. Research Hypothesis <ul style="list-style-type: none"> <li>1. Simple and complex</li> <li>2. Directional and non-directional</li> <li>3. Null and Alternative</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<b>Session 6 (Week 6)</b>	<ul style="list-style-type: none"> <li>Variables</li> <li>1. Dependent</li> <li>2. Independent</li> </ul>
<b>Session 7 (Week 7)</b>	<ul style="list-style-type: none"> <li>Recap and review from session 1 to session 6</li> <li>Title formulation/ Title proposal</li> </ul>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<ul style="list-style-type: none"> <li>Review of Related Literatures</li> <li>1. How to gather</li> <li>2. How to organize</li> </ul>
<b>Session 9 (Week 10)</b>	<ul style="list-style-type: none"> <li>Population and Sampling</li> <li>1. Random</li> <li>2. Non-random</li> </ul>
<b>Session 10 (Week 10)</b>	<ul style="list-style-type: none"> <li>Instrumentation and Data Collection</li> <li>1. Methods of data collection</li> </ul>
<b>Session 11 (Week 11)</b>	<ul style="list-style-type: none"> <li>Organization of Data</li> <li>3. Tabulation</li> </ul>





	4. Organizing collected data
<b>Session 12 (Week 12)</b>	Review of basic statistical concepts for treatment of gathered data 1. Definition of terms 2. Measures of central tendency 3. Frequency and distribution 4. Weighted mean, Ranking 5. Guidelines and application of statistical procedure
<b>Session 13 (Week 13)</b>	Presentation and analysis of data Communicate findings and utilization of findings
<b>Session 14 (Week 14)</b>	Formulation of research proposal
<b>Session 15 (Week 15)</b>	Recap and review and review of lectures covered from session 9-13 Submission of research proposal (at least 2 per group)
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the course are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.





## MEDICAL TERMINOLOGY 2

1	Course name	MEDICAL TERMINOLOGY 2
2	Course Code	LANG 401LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	ENGLISH 1 ENGLISH 2 MEDICAL TERMINOLOGY 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

**Brief Description:**

This course provides an integrated approach to learning and using medical terminology for the person interested in becoming a healthcare professional or one who works in a healthcare occupation. This course aims to strengthen the student's oral, communicative competence through exposure to English sound patterns, speech, writing and delivery and other oral communicative exercises. This course is intended to develop the speaking ability of the learners, their skill to communicate their ideas, beliefs, feelings. It includes the nature of public speaking.

**Textbooks required for this Course:**

Gyls, B.A., and Regina . M. 2021. Medical Terminology Express: A Short-Course Approach by Body System. 2021. 3<sup>rd</sup>Ed. F.A. Davis Company. ISBN-13: 978-1719642279; ISBN-10: 1719642273.

Leonard, P.C., 2019. Quick & Easy Medical Terminology-E-Book. 9<sup>th</sup> Ed. Elsevier Health Sciences. ISBN-13: 978-0323595995; ISBN-10: 0323595995.

Fremgen, B.F. and Frucht, S.S., 2018. Medical Terminology: A living language (p. 672). 7<sup>th</sup> Ed. Pearson Prentice Hall. ISBN-13: 978-0134701202; ISBN-10: 0134701208.

Marieb, Elaine and Katja Hoehn. 2018. Human Anatomy and Physiology, Books a la Carte, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-0134807423; ISBN-10: 0134807421.





	<p>Gyls, B.A. and Wedding, M.E., 2017. Medical terminology systems: a body systems approach. FA Davis. ISBN-13 : 978-0803658677; ISBN-10 : 0803658672.</p> <p>Andersson, D., 2016. Medical Terminology: The Best and Most Effective Way to Memorize, Pronounce and Understand Medical Terms. 2<sup>nd</sup> Ed. ISBN-13: 978-1519066626; ISBN-10: 1519066627.</p> <p>Introduction to Medical Terminology.  <a href="https://www.youtube.com/watch?v=r9LPIlh45is">https://www.youtube.com/watch?v=r9LPIlh45is</a></p> <p>Medical Terminology. The Basics.  <a href="https://www.youtube.com/watch?v=04Wh2E9oNug">https://www.youtube.com/watch?v=04Wh2E9oNug</a></p> <p>Introduction to Medical Conditions, Processes and Medical/Surgical.  <a href="https://www.youtube.com/watch?v=ALWrvliACbQ">https://www.youtube.com/watch?v=ALWrvliACbQ</a></p> <p>Prefixes and Suffixes of Medical Conditions and Processes.  <a href="https://www.youtube.com/watch?v=yPzEr33gHXk">https://www.youtube.com/watch?v=yPzEr33gHXk</a></p> <p>EVEN MORE Prefixes and Suffixes of General Terms, General Conditions.  <a href="https://www.youtube.com/watch?v=TGPPBiOkN8Y">https://www.youtube.com/watch?v=TGPPBiOkN8Y</a></p> <p>Prefixes and Suffixes of Medical and Surgical Procedures, and even more  <a href="https://www.youtube.com/watch?v=Nang-V1lhqw">https://www.youtube.com/watch?v=Nang-V1lhqw</a></p>
<b>Course Duration</b>	4 <sup>th</sup> Year, 1 <sup>st</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion/Recitation</li> <li>2. Essay Writing/Hand-outs/Sheets</li> <li>3. Quiz, Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Use medical abbreviations appropriately.</li> <li>2. Analyze a medical term and identify the different word parts.</li> <li>3. use the most common medical terms in a sentence.</li> <li>4. Categorize medical terms according to body systems.</li> <li>5. Identify word parts, prefixes, suffixes, and the general rules for building medical terms.</li> <li>6. Interpret medical terminology in a medical record including vocabulary, pathology, diagnostic procedures, and treatment procedures.</li> <li>7. Apply correct medical terminology in communicating with healthcare professionals.</li> </ol>





<b>Course Assessments</b>	Quizzes/ Mid-Term (20%) Graded Recitation (10%) Attendance (20%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	Learn medical terms with regard to the different hospital areas: 1. Emergency department. 2. Cardiology department. 3. Intensive care unit (ICU). 4. Neurology department. 5. Oncology department. 6. OB-gynecology department, labor and delivery 7. Pediatric and neonatal department 8. Outpatient departments: These comprise of different outpatient clinics and treatment units for behavioral health, dental services, dermatology (skin diseases), physical therapy, internal medicine, rehabilitative medicine, and psychiatry/psychology. 9. Operating Theater 10. Radiology/ Pharmacy. 11. <b>Pathology/ Laboratory.</b> 12. <b>Medical records/</b> Nursing administration.
<b>Session 1 (Week 1)</b>	Emergency department.
<b>Session 2 (Week 2)</b>	Cardiology department.
<b>Session 3 (Week 3)</b>	Intensive care unit (ICU).
<b>Session 4 (Week 4)</b>	Neurology department.
<b>Session 5 (Week 5)</b>	Oncology department.
<b>Session 6 (Week 6)</b>	OB-gynecology department, labor and delivery
<b>Session 7 (Week 7)</b>	Pediatric and neonatal department
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Outpatient departments
<b>Session 10 (Week 10)</b>	Operating Theater
<b>Session 11 (Week 11)</b>	Radiology/ Pharmacy
<b>Session 12 (Week 12)</b>	<b>Pathology/ Laboratory</b>
<b>Session 13 (Week 13)</b>	<b>Medical records/Nursing administration.</b>
<b>Session 14 (Week 14)</b>	Quiz
<b>Session 15 (Week 15)</b>	Activities and exercises from the models
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed.  2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.  3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.





	<p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## NURSING LEADERSHIP AND MANAGEMENT

1	<b>Course name</b>	NURSING LEADERSHIP AND MANAGEMENT
2	<b>Course Code</b>	NURS 405LY
3	<b>Course type:</b> <i>/general/specialty/optional</i>	SPECIALTY
4	<b>Accredited units</b>	4 UNITS
5	<b>Educational hours</b>	64 HOURS
6	<b>Pre-requisite requirements</b>	THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE INTENSIVE NURSING PRACTICE 1, 2, & 3
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016
	<b>Brief Description:</b>	This course deals with the application of ethico-moral and legal concepts and principles to issues that affect the practice of nursing. These provide the basis





	for appropriate decision making given varied situations, to prepare the learner to render effective, efficient and safe nursing care. Furthermore, related learning experiences provide opportunities to concretize commitment to nursing. The critical thinking process shall be used in the unit with the objective of developing the intellectual capacity to conceptualize and contextualize what students know about particular ethico-moral and legal issues.
<b>Textbooks required for this Course:</b>	<p>Murray, E., 2021. Nursing leadership and management: for patient safety and quality care. 2<sup>nd</sup> Ed. FA Davis. ISBN-13: 978-1719641791; ISBN-10: 171964179X.</p> <p>Marquis, B.L. and Huston, C.J., 2020. Leadership roles and management functions in nursing: Theory and application. 10<sup>th</sup> Ed. Lippincott Williams &amp; Wilkins. ISBN-13: 978-1975139216; ISBN-10: 1975139216.</p> <p>Weiss, S.A., Tappen, R.M. and Grimley, K., 2019. Essentials of nursing leadership &amp; management. FA Davis Company. 7<sup>th</sup> Ed. ISBN-13: 978-0803669536; ISBN-10 : 0803669534.</p> <p>Sullivan, E. 2017. Effective Leadership and Management in Nursing 9th Edition. Pearson. ISBN-13: 978-0134153117; ISBN-10: 0134153111.</p> <p>King, Cynthia R. and Sally Gerard. 2016. Clinical Nurse Leader Certification Review, 2<sup>nd</sup> Ed. Springer Publishing Company. ISBN-13: 978-0826137623; ISBN-10: 0826137628.</p> <p>Nursing Leadership and Management  <a href="https://www.youtube.com/watch?v=TLuMMwsSg-Y">https://www.youtube.com/watch?v=TLuMMwsSg-Y</a></p> <p>Leadership and management  <a href="https://www.youtube.com/watch?v=v87pX-sLEoE">https://www.youtube.com/watch?v=v87pX-sLEoE</a></p> <p>Leadership Styles  <a href="https://www.youtube.com/watch?v=iHNRu2caoqM">https://www.youtube.com/watch?v=iHNRu2caoqM</a></p>
<b>Course Duration</b>	4 <sup>th</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding</p> <ol style="list-style-type: none"> <li>1. Know the principles of leadership and management.</li> <li>2. Be familiar with the definition of terms used in Nursing Organization</li> <li>3. Know the major functions of Leadership and Management in Nursing</li> <li>4. Know the process of effective communication.</li> </ol> <p>G.C.2. Intellectual skills</p> <ol style="list-style-type: none"> <li>1. Be aware with the theory of system management</li> </ol>





	<ol style="list-style-type: none"> <li>2. Learn and understand the Theories and Principles of Management and Leadership</li> <li>3. Know the Steps in Management Planning</li> </ol> <p>G.C.3. Professional and Practical skills</p> <ol style="list-style-type: none"> <li>1. Provide opportunities to demonstrate managerial and leadership functions in the hospital and community settings.</li> <li>2. Learn to supervise and coordinate</li> <li>3. Practice the basic concepts of controlling and evaluation</li> </ol> <p>G.C.4. General and transferable skills</p> <ol style="list-style-type: none"> <li>1. Promote personal and professional growth.</li> <li>2. Use library and other available resources</li> <li>3. Manage time and resources effectively</li> <li>4. Communicate effectively both orally and in writing.</li> <li>5. Use available presentation aids to present clearly and effectively.</li> <li>6. Ability to identify and solve problems.</li> </ol>
<b>Course Assessments</b>	<p>Quiz/ Mid-terms (30%)  Attendance (20%)  Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>23. Define Leadership</li> <li>24. Theories of Leadership <ol style="list-style-type: none"> <li>a. Great man</li> <li>b. Trait</li> <li>c. Contingency</li> <li>d. Contemporary</li> <li>e. Situational</li> <li>f. Transformational</li> </ol> </li> <li>25. Qualities of Leadership</li> <li>26. Leadership Style <ol style="list-style-type: none"> <li>a. Authoritarian</li> <li>b. Democratic</li> <li>c. Laissez - faire</li> </ol> </li> <li>27. Four Major Factors in Leadership</li> <li>28. Principles of Leadership</li> <li>29. Characteristics of Effective Leader</li> <li>30. Roles of a Leader</li> <li>31. Key Concepts in Nursing Leadership and Management <ol style="list-style-type: none"> <li>a. Communication</li> <li>b. Define Communication</li> <li>c. Four Key component</li> <li>d. Principles of Communication</li> <li>e. Barriers of Communication</li> <li>f. Methods of Communication</li> </ol> </li> <li>32. Tools for Leadership and Management <ol style="list-style-type: none"> <li>a. Power</li> <li>b. Definition of power</li> <li>c. Types of power</li> <li>d. Sources of power</li> </ol> </li> <li>33. What is Management <ol style="list-style-type: none"> <li>a. Definition and its Overview</li> <li>b. Definition of Terms</li> </ol> </li> </ol>





- c. Accountability
- d. Authority
- e. Management
- f. Nursing Management
- g. Management Activities
- h. Responsibility

34. Management Functions

- a. Planning
- b. Organizing
- c. Staffing
- d. Directing
- e. Five Specific Concepts
- f. Giving Direction
- g. Supervising
- h. Leading
- i. Motivating
- j. Communicating
- k. Controlling

35. Nursing Management as a Science and Art

- a. Management as a Science
- b. Management as an Art
- c. The Nursing Management System
- d. The Nursing Management Process
- e. The Scientific Research Process

36. General Principles of Nursing Management

37. Factors Involved in Management

38. The Tasks of a Manager

39. The Skills of a Manager

40. Comparison between Leadership and Management

- a. Differences between a Leader and a Manager

41. The Evolution of Management Thoughts: History and Concepts

42. Theories of Management

- a. Scientific Management Theory
- b. Modern Operational Management Theory
- c. Bureaucracy
- d. Human Relations Theory
- e. Behavioral Science Theory
- f. System Theory

43. Planning

- a. Definition of Planning
- b. Importance of Planning to Nursing Management
- c. Nature and Purpose of Planning
- d. Major Types of Organizational
- e. Planning
- f. Elements of Planning
  - i. Forecasting
  - ii. Setting the Vision, Mission, Philosophy, Goals and
  - iii. Objectives





	<ul style="list-style-type: none"> <li>iv. Developing and Scheduling</li> <li>v. Programs</li> <li>vi. Preparing the Budget</li> <li>vii. Purposes of Budgeting</li> <li>viii. Types of Budget</li> <li>ix. Budgeting Process</li> <li>x. Establishing Nursing Standards, Policies and Procedures</li> <li>xi. Scheduling</li> </ul> <p>44. Decision - Making Process 45. Managing Group Decision Making</p>
<b>Session 1 (Week 1)</b>	<p>Orientation to subject Define Leadership Theories of Leadership</p> <ul style="list-style-type: none"> <li>1. Great man</li> <li>2. Trait</li> <li>3. Contingency</li> <li>4. Contemporary</li> <li>5. Situational</li> <li>6. Transformational</li> </ul>
<b>Session 2 (Week 2)</b>	<p>Qualities of Leadership Leadership Style</p> <ul style="list-style-type: none"> <li>1. Authoritarian</li> <li>2. Democratic</li> <li>3. Laissez - faire</li> </ul>
<b>Session 3 (Week 3)</b>	<ul style="list-style-type: none"> <li>1. Four Major Factors in Leadership</li> <li>2. Principles of Leadership</li> </ul>
<b>Session 4 (Week 4)</b>	<ul style="list-style-type: none"> <li>1. Characteristics of Effective Leader</li> <li>2. Roles of a Leader</li> </ul>
<b>Session 5 (Week 5)</b>	<ul style="list-style-type: none"> <li>1. Key Concepts in Nursing Leadership and Management <ul style="list-style-type: none"> <li>a. Communication</li> <li>b. Define Communication</li> <li>c. Four Key component</li> <li>d. Principles of Communication</li> <li>e. Barriers of Communication</li> <li>f. Methods of Communication</li> </ul> </li> <li>2. Tools for Leadership and Management <ul style="list-style-type: none"> <li>a. Power</li> <li>b. Definition of power</li> <li>c. Types of power</li> <li>d. Sources of power</li> </ul> </li> </ul>
<b>Session 6 (Week 6)</b>	<ul style="list-style-type: none"> <li>1. What is Management <ul style="list-style-type: none"> <li>a. Definition and its Overview</li> <li>b. Definition of Terms</li> <li>c. Accountability</li> <li>d. Authority</li> <li>e. Management</li> <li>f. Nursing Management</li> <li>g. Management Activities</li> <li>h. Responsibility</li> </ul> </li> </ul>





	<p>2. Management Functions</p> <ol style="list-style-type: none"> <li>Planning</li> <li>Organizing</li> <li>Staffing</li> <li>Directing</li> <li>Five Specific Concepts</li> <li>Giving Direction</li> <li>Supervising</li> <li>Leading</li> <li>Motivating</li> <li>Communicating</li> <li>Controlling</li> </ol>
<b>Session 7 (Week 7)</b>	Review and recap of lectures from session 1-6
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<p>1. Nursing Management as a Science and Art</p> <ol style="list-style-type: none"> <li>Management as a Science</li> <li>Management as an Art</li> <li>The Nursing Management System</li> <li>The Nursing Management Process</li> <li>The Scientific Research Process</li> </ol>
<b>Session 10 (Week 10)</b>	General Principles of Nursing Management Factors Involved in Management
<b>Session 11 (Week 11)</b>	The Tasks of a Manager The Skills of a Manager
<b>Session 12 (Week 12)</b>	Comparison between Leadership and Management 1. Differences between a Leader and a Manager The Evolution of Management Thoughts: History and Concepts
<b>Session 13 (Week 13)</b>	Theories of Management 1. Scientific Management Theory 2. Modern Operational Management Theory 3. Bureaucracy 4. Human Relations Theory 5. Behavioral Science Theory 6. System Theory
<b>Session 14 (Week 14)</b>	<p>Planning</p> <ol style="list-style-type: none"> <li>Definition of Planning</li> <li>Importance of Planning to Nursing Management</li> <li>Nature and Purpose of Planning</li> <li>Major Types of Organizational</li> <li>Planning</li> <li>Elements of Planning</li> <li>Forecasting</li> <li>Setting the Vision, Mission, Philosophy, Goals and</li> <li>Objectives</li> <li>Developing and Scheduling</li> <li>Programs</li> <li>Preparing the Budget</li> <li>Purposes of Budgeting</li> <li>Types of Budget</li> </ol>





	15. Budgeting Process 16. Establishing Nursing Standards, Policies and Procedures 17. Scheduling
<b>Session 15 (Week 15)</b>	Decision - Making Process Managing Group Decision Making Review and recap of lectures from session 9-15
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	1. Students are expected to attend every session of class, arriving on time, until class is dismissed.  2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.  3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.  4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.  5. Students must report to their classes in proper decorum and required dress code, if necessary.  6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## INTENSIVE NURSING PRACTICUM 4

1	<b>Course name</b>	INTENSIVE NURSING PRACTICUM 4
2	<b>Course Code</b>	NURS 406ly
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	4 units
5	<b>Educational hours</b>	192 HOURS (CLINICAL TRAINING)





6	<b>Pre-requisite requirements</b>	Human Anatomy and Physiology 1 & 2 Theoretical Foundations of Nursing Health Assessment Fundamentals of Nursing Nursing Ethics and Jurisprudence Intensive Nursing Practice 1, 2& 3
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2022

**Brief Description:**

Actual application of the theories, principles and concepts of clinical nursing practice to groups of clients in varied settings to refine nursing skills in the different basic nursing services including community. Emphasis is placed on integrating the multiple roles of professional nursing as a vehicle to enhance critical thinking and communication skills. The course provides opportunities for actual staff/head nursing experience in the hospital to ensure competencies are developed. It also provides the chance to demonstrate managerial and leadership functions in the community.

**Textbooks required for this Course:**

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9<sup>th</sup> Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.

Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11<sup>th</sup> Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.

Kelly, Jane. 2021. Health Assessment in Nursing. 7<sup>th</sup> Ed. .Lippincott, Williams &Wilkins..ISBN-13: 978-1975161156; ISBN-10: 1975161157.

Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5<sup>TH</sup> Ed. Jones and Barlett Learning. ISBN-13 : 979- 8490250258.

Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3<sup>rd</sup> Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3<sup>rd</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.





	<p>Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing, 14<sup>th</sup> Ed. Lippincott, Williams &amp;Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.</p> <p>Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6<sup>th</sup> Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Perry, Shannon et.al. 2017. MaternalChild Nursing Care, 6<sup>th</sup> Ed.Mosby. ISBN-13: 978-0323549387; ISBN-10: 9780323549387.</p>
<b>Course Duration</b>	<b>4<sup>th</sup> Year, 2<sup>nd</sup> Semester</b>
<b>Delivery</b>	<ol style="list-style-type: none"> <li>50. Hand-outs/ Sheets</li> <li>51. Classroom Discussion</li> <li>52. Quizzes</li> <li>53. Case Study</li> <li>54. Graded Recitation</li> <li>55. Mid-Term and Final Examinations</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competencies in the following areas of responsibilities such as safe quality nursing care, communication, collaboration and teamwork, health education, ethico-moral responsibilities, personal and professional development.</li> <li>2. Design a plant that will focus on health promotion and risk reduction to clients with chronic illness.</li> <li>3. Be highly knowledgeable of procedures and treatment given to the patient.</li> <li>4. Innovative and able to meet patients needs with the resources available.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Performs comprehensive systematic nursing assessment to a client with chronic illness</li> <li>2. manifest leadership and management skills in rendering quality nursing care services to a client</li> <li>3. Assess the patient's need, condition and problem.</li> <li>4. Plans interventions of care based on the identified problem.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Apply the necessary skills, knowledge and attitude in their respective area of exposure with professionalism.</li> <li>2. Demonstrate professional attitude and behavior towards client members of the health team and peers</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Utilizes nursing leadership and management with critical thinking process and problem solving skills in the process of caring for a elderly client</li> </ol>
<b>Course Assessments</b>	<ol style="list-style-type: none"> <li>1. Clinical Discussion</li> <li>2. Quizzes</li> <li>3. Case Study</li> <li>4. Graded Recitation</li> <li>5. Drug Study</li> </ol>





	<p>6. Patient endorsement</p> <p>7. Mid-Term and Final Examinations</p>
<b>Content Breakdown Topical Coverage</b>	<p>46. Lecture Basic Nursing Skills on Head Nursing/ nursing leadership and management prior to hospital exposure</p> <p>47. Lecture and return demonstration on nursing care of elderly with critical care nursing applications</p> <p>48. Standard nursing care of client with acute and critical problems</p> <p>49. Nursing Skills on COPD patient</p> <p>50. Actual Performance of the following Suctioning/ Chest Physiotherapy, Administering Oral/Tube Feeding</p> <p>51. Blood Glucose Level Monitoring</p> <p>52. Oral and Intravenous Medications</p> <p>53. Actual performance of skills on:</p> <ol style="list-style-type: none"> <li>a. Medication administration</li> <li>b. IVF computation/ Blood transfusion</li> </ol> <p>54. Monitoring Intake and Output</p> <p>55. Nursing skill for stroke/heart failure patient.</p>
<b>Session 1 (Week 1)</b>	<p>Orientation to subject</p> <p>Orientation to area</p> <p>Orientations to RLE policy</p> <p>Checking of uniforms and paraphernalia</p>
<b>Session 2-7(Week 2-7)</b>	DUTY DUTY DUTY
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9-15 (Week 9-15)</b>	DUTY DUTY DUTY
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	<p>The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.</p>
<b>Course Change</b>	<p>Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will</p>





endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## CARE OF THE ELDERLY

1	Course name	CARE OF THE ELDERLY
2	Course Code	NURS 407LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE ADULT NURSING 1, 2, & 3
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

<b>Brief Description:</b>	This course is designed to provide students a deeper and richer understanding of the aging process. It also includes the normal physical, psychosocial and cultural aspects of aging process relevant to common disease processes affecting the elderly persons. Utilize the nursing process in the care of the elderly clients' health conditions. Thus, applying the principles of decision making; critical thinking; and independent judgment.
<b>Textbooks required for this Course:</b>	Eliopoulos, Charlotte. 2021. Gerontological Nursing. 10 <sup>th</sup> E. LWW publisher. ISBN-13 : 978-1975161002; ISBN-10 : 1975161009.  Tabloski, Patricia A. 2021. Gerontological Nursing Review and Resource Manual, 4th Ed. ISBN-13: 978-1947800571; ISBN-10: 1947800574.  Dawn Carpenter, D.N.P. ed., 2021. Fast Facts for the Adult-Gerontology Acute Care Nurse Practitioner. 1 <sup>st</sup> Ed. Springer Publishing Company. ISBN-13: 978-0826152046; ISBN-10: 082615204X.





	<p>Kris, A.E and Gray-Miceli, D. 2020. Gerontological Nurse Certification Review. 2020. 3<sup>rd</sup> Ed. Springer Publishing Company. ISBN-13: 978-0826181633; ISBN-10: 0826181635.</p> <p>Williams, P.A. 2019. Basic Geriatric Nursing. 7<sup>th</sup> Ed. Mosby. ISBN-13: 978-0323554558; ISBN-10: 0323554555.</p> <p>Mauk, Kristen L. 2017. Gerontological Nursing: Competencies For Care, 4<sup>th</sup> Ed. Jones &amp; Bartlett Learning. ISBN-13: 978-1284104479; ISBN-10: 9781284104479.</p> <p>Geriatric Nursing  <a href="https://www.youtube.com/watch?v=BVDLIWOaqkM">https://www.youtube.com/watch?v=BVDLIWOaqkM</a></p> <p>How to care for an elderly  <a href="https://www.youtube.com/watch?v=HLGzMgQrIWs">https://www.youtube.com/watch?v=HLGzMgQrIWs</a></p> <p>Fundamentals: Older adult  <a href="https://www.youtube.com/watch?v=vND2_QJoy9A">https://www.youtube.com/watch?v=vND2_QJoy9A</a></p>
<b>Course Duration</b>	4 <sup>th</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Discuss the demographic aspects of aging process.</li> <li>2. Identify all the changes which occur to the elderly e.g. physical, psychological, social and psychosocial changes.</li> <li>3. List the nutritional deficiency diseases affecting the elderly.</li> <li>4. Recognize the common health disorders among the aged clients.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Apply the nursing process in an independent manner to provide holistic nursing care to the elderly client.</li> <li>2. Implement health care and informational skills to the care of the elderly population in a variety of settings.</li> <li>3. Apply principles of decision-making, critical thinking and independent judgment to the care of patients of the aged clients.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Application of actual physical and psychological assessment.</li> <li>2. Family and Lifestyle Assessment.</li> <li>3. Nutritional and Environmental assessment.</li> <li>4. Application of nursing process (Documentation and Implementation)</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Utilize critical thinking, research findings and standards of nursing practice in the provision of nursing care to the elderly clients and their families.</li> </ol>





	Utilize effective written, oral and non-verbal communication with elderly clients, their families and other members of the health team.
<b>Course Assessments</b>	Quiz/ Mid-Term Examination (30%) Attendance (20%) Final Examination (50%)
<b>Content Breakdown Topical Coverage</b>	18. Overview of Gerontology Nursing 19. Major Theories of Aging 20. General Changes in Aging 21. Primary Physiologic Changes in Aging 22. Stages of Growth and Development 23. Age Changes and Health Deviations
<b>Session 1 (Week 1)</b>	Orientation to subject
<b>Session 2 (Week 2)</b>	Overview of Gerontology Nursing
<b>Session 3 (Week 3)</b>	Major theories of aging
<b>Session 4 (Week 4)</b>	
<b>Session 5 (Week 5)</b>	
<b>Session 6 (Week 6)</b>	General Changes in aging
<b>Session 7 (Week 7)</b>	General Changes in aging Review for session 1-6
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	Primary physiologic changes in aging
<b>Session 10 (Week 10)</b>	
<b>Session 11 (Week 11)</b>	Stages of growth and development
<b>Session 12 (Week 12)</b>	
<b>Session 13 (Week 13)</b>	Age of changes and health deviations
<b>Session 14 (Week 14)</b>	
<b>Session 15 (Week 15)</b>	Review and recap of the lectures from session 9-14
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer,





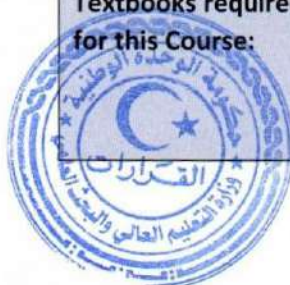
	interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## CRITICAL CARE NURSING

1	<b>Course name</b>	CRITICAL CARE NURSING
2	<b>Course Code</b>	NURS 408LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	SPECIALTY
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING GROWTH AND DEVELOPMENT ADULT NURSING 1, 2, & 3
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:** This course is designed to explain the concepts and principles related to intensive care. The student will understand the importance of providing nursing management for an acutely and critically ill patient with cardiovascular, pulmonary, neurological and multisystem alterations through the use of nursing process.

**Textbooks required for this Course:** Urden, Linda D., Kathleen M. Stacey, and Mary Lough. 2021. Critical Care Nursing: Diagnosis and Management. 9<sup>th</sup> Ed. Elsevier. ISBN-13: 978-0323642958; ISBN-10: 0323642950.





	<p>Sole, M.L., Klein, D.G. and Moseley, M.J., 2020. Introduction to Critical Care Nursing E-Book. Elsevier Health Sciences. ISBN-13: 978-0323641937; ISBN-10: 0323641938.</p> <p>Woodruff, David, W. Critical Care Nursing Made Incredibly Easy.2020. 5<sup>th</sup> Ed. ISBN-13: 978-1975144302; ISBN-10: 1975144309.</p> <p>Urden, L.D., Stacy, K.M. and Lough, M.E., 2019. <i>Priorities in Critical Care Nursing-E-Book</i>. 8<sup>th</sup> Ed. Elsevier Health Sciences. ISBN-13: 978-0323531993; ISBN-10: 0323531997.</p> <p>ICU Nursing: What you need to know  <a href="https://www.youtube.com/watch?v=Tc0dS4MUC8U">https://www.youtube.com/watch?v=Tc0dS4MUC8U</a></p> <p>Advanced CCU Clinical Assessment  <a href="https://www.youtube.com/watch?v=JF-94zLg2QQ">https://www.youtube.com/watch?v=JF-94zLg2QQ</a></p> <p>Basic Principles Intensive Care Nursing  <a href="https://www.youtube.com/watch?v=GRn5UbmkrdA">https://www.youtube.com/watch?v=GRn5UbmkrdA</a></p> <p>ICU Medicines  <a href="https://www.youtube.com/watch?v=TaFyjBJDDns">https://www.youtube.com/watch?v=TaFyjBJDDns</a></p> <p>Dosage Computation  <a href="https://www.youtube.com/watch?v=Ob0HEzh_lkE">https://www.youtube.com/watch?v=Ob0HEzh_lkE</a></p>
<b>Course Duration</b>	4 <sup>th</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	<ol style="list-style-type: none"> <li>1. Classroom Discussion</li> <li>2. Quizzes</li> <li>3. Mid-Term and Final Examinations</li> <li>4. LCD projector, laptop, and speakers (PPT and video presentation)</li> <li>5. Whiteboard and markers</li> </ol>
<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Explain the principles and concepts of Acute and critical care Nursing.</li> <li>2. Identify the standard of care for acute and critically-ill patients utilizing the eight critical care competencies.</li> <li>3. Determine the role and responsibilities of a critical care nurse.</li> <li>4. Describe the different acute conditions requiring critical care, including its signs and symptoms.</li> <li>5. Explain the management of critically ill patients regarding medications and nursing care using the nursing care process.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Explain the Anatomy and Physiology of the cardiovascular, respiratory, renal, cerebrovascular, metabolic and endocrine system as the sites of acute illness.</li> <li>2. Utilize the nursing care process in the care of individuals, families, in communities and hospital settings.</li> </ol>





	<ol style="list-style-type: none"> <li>3. Identify the various medical interventions in each of the different acute conditions identified in this course.</li> <li>4. Identify and perform the different machines, equipment and gadgetry found in the Critical Care area.</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Discuss priority nursing interventions to problematic situations especially to different acute diseases.</li> <li>2. Identify the priorities of care for the patient with multiple problematic situations.</li> <li>3. Observe bioethical principles, core values (love of God, caring, love of country and of people) and standards of nursing care.</li> <li>4. Establish good interpersonal relationships with the personnel, patients and nursing students inside the Critical Care area.</li> </ol> <p>G.C.4 General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Plan effective care for critically ill patients with cardiovascular, renal, cerebrovascular, and cardiopulmonary problems.</li> <li>2. Familiarize the functions of ventilators, monitors and other types of medical equipment.</li> <li>3. Interpret any laboratory examinations, its result and significance.</li> <li>4. Use the nursing process as a framework for the care of critically ill patients.</li> <li>5. Develop a teaching plan for critically ill patient undergoing treatment in the area.</li> <li>6. Formulate preoperative and postoperative nursing diagnoses for the patient undergoing surgery.</li> </ol>
<b>Course Assessments</b>	<p>Quiz/Mid-Term Examination (30%)</p> <p>Attendance (20%)</p> <p>Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>24. Brief discussion of Critical Care Nursing</li> <li>25. Cardiac Failure</li> <li>26. Myocardial Infarction</li> <li>27. Acute Pulmonary or Respiratory Failure</li> <li>28. Status Asmaticus/Bronchial Asthma</li> <li>29. Acute and chronic kidney Failure/Acute and chronic Renal Failure</li> <li>30. Increased Intracranial Failure</li> <li>31. Cerebrovascular Accident</li> <li>32. Diabetic Ketoacidosis</li> <li>33. Hyperosmolar Hyperglycemic Nonketotic Syndrome</li> <li>34. SARS/ CORONA VIRUS</li> </ol>
<b>Session 1 (Week 1)</b>	<ol style="list-style-type: none"> <li>1. Orientation to subject</li> <li>2. Brief discussion of the critical care nursing</li> </ol>
<b>Session 2 (Week 2)</b>	<ol style="list-style-type: none"> <li>1. Cardiac Failure</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 3 (Week 3)</b>	<ol style="list-style-type: none"> <li>1. Myocardial Infarction</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 4 (Week 4)</b>	<ol style="list-style-type: none"> <li>1. Acute pulmonary or respiratory failure</li> </ol>





	<ol style="list-style-type: none"> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 5 (Week 5)</b>	<ol style="list-style-type: none"> <li>1. Status asmaticus of bronchial asthma</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 6 (Week 6)</b>	<ol style="list-style-type: none"> <li>1. Renal failure</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 7 (Week 7)</b>	Review and recap of the lectures from session 1-6
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	<ol style="list-style-type: none"> <li>1. Increase intracranial pressure</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 10 (Week 10)</b>	<ol style="list-style-type: none"> <li>1. Increase intracranial pressure</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 11 (Week 11)</b>	<ol style="list-style-type: none"> <li>1. Cerebrovascular Accident</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 12 (Week 12)</b>	<ol style="list-style-type: none"> <li>1. Diabetic Ketoacidosis</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 13 (Week 13)</b>	<ol style="list-style-type: none"> <li>1. Hyperosmolar Hyperglycemic Nonketotic Syndrome</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 14 (Week 14)</b>	<ol style="list-style-type: none"> <li>1. SARS/ CORONA VIRUS</li> <li>2. Clinical manifestations, signs and symptoms</li> <li>3. Diagnostics study laboratory works and imaging</li> <li>4. Nursing management</li> </ol>
<b>Session 15 (Week 15)</b>	Review and recap of the lectures from session 9-15
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> </ol>





	5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## NURSING RESEARCH 2

1	<b>Course name</b>	NURSING RESEARCH 2
2	<b>Course Code</b>	NURS 409LY
3	<b>Course type:</b> <i>/general/specialty/optional</i>	SPECIALTY
4	<b>Accredited units</b>	3 UNITS (2/1)(LEC/LAB)
5	<b>Educational hours</b>	64 HOUR
6	<b>Pre-requisite requirements</b>	NURSING RESEARCH 1
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016
	<b>Brief Description:</b>	This course is a continuation of Nursing Research 1 which includes collection of data, analysis, interpretation, summary and conclusion and recommendation. Advising is done throughout the practicum sessions. The course will provide the student/group an opportunity to undergo the final research defense process to appreciate data gathering, analyze and interpret study results disseminate the findings and make recommendations based on the results of their respective studies.
	<b>Textbooks required for this Course:</b>	LoBiondo-Wood, G. and Haber, J., 2021. Nursing Research E-Book: Methods and Critical Appraisal for Evidence-Based Practice. 10 <sup>TH</sup> Ed. Elsevier Health Sciences. ISBN-13: 978-0323762915; ISBN-10: 0323762913.





	<p>Polit, D. and Beck, C., 2020. Essentials of Nursing Research: Appraising Evidence for Nursing Practice. Lippincott Williams &amp; Wilkins. ISBN-13: 978-1975141851; ISBN-10: 1975141857.</p> <p>Polgar , S. and Thomas. S.A. 2019. Introduction to Research in the Health Sciences. 7th Edition. Elsevier. ISBN-13: 978-0702074936; nISBN-10: 0702074934.</p> <p>Boswell, C. and Cannon, S., 2018. Introduction to nursing research: Incorporating Evidence-Based Practice: 5th Ed. Jones &amp; Bartlett Learning. ISBN-13: 978-1284149791; ISBN-10: 128414979X.</p> <p>Preparing an oral presentation  <a href="https://www.youtube.com/watch?v=LzIJFD-ddoI">https://www.youtube.com/watch?v=LzIJFD-ddoI</a>  Sample and Population  <a href="https://www.youtube.com/watch?v=jPPF2xSEyKU">https://www.youtube.com/watch?v=jPPF2xSEyKU</a>  Qualitative and quantitative research  <a href="https://www.youtube.com/watch?v=69qP8kFJp_k">https://www.youtube.com/watch?v=69qP8kFJp_k</a>  Collection of Data and Research Instruments  <a href="https://www.youtube.com/watch?v=zvYP4EAZc4g">https://www.youtube.com/watch?v=zvYP4EAZc4g</a>  Data Collection and Analysis  <a href="https://www.youtube.com/watch?v=uEnJBi8wmO4">https://www.youtube.com/watch?v=uEnJBi8wmO4</a></p>
<b>Course Duration</b>	4 <sup>th</sup> Year, 2 <sup>nd</sup> Semester
<b>Delivery</b>	56. Hand-outs/ Sheets 57. Classroom Discussion 58. Quizzes 59. Presentation of output 60. Advising and editing of output 61. Graded Recitation 62. Mid-Term and Final Examinations
<b>Course Objectives:</b>	G.C.1. Knowledge and understanding: <ol style="list-style-type: none"> <li>1. Define experimental research</li> <li>2. Identify the most common qualitative designs reported in the nursing research literature</li> <li>3. Define population and sample</li> <li>4. Identify data-collection methods</li> <li>5. Discuss the selection of a data-collection instrument</li> <li>6. Describe the methods used to present research findings</li> <li>7. Identify the conclusions of research studies</li> <li>8. Discuss the preparation of a research report</li> <li>9. Describe two means of presenting research results at professional meetings</li> </ol> G.C.2. Intellectual skills: <ol style="list-style-type: none"> <li>1. Distinguish between true experimental, quasi-experimental, and pre-experimental designs</li> <li>2. Discuss three true experimental designs</li> <li>3. Discuss four types of non-experimental designs</li> <li>4. Discuss probability and non-probability sampling procedures</li> <li>5. Compare four methods of probability sampling</li> <li>6. Compare the three methods of non-probability sampling</li> </ol>





	<ol style="list-style-type: none"> <li>7. Enumerate factors to be considered in deciding the size of the sample</li> <li>8. Discuss sampling error and sampling bias</li> <li>9. Recognize the importance of questionnaires as a data-collection method for nursing research</li> <li>10. Enumerate the general characteristics of questionnaires</li> <li>11. Identify the importance of interviews as a data-collection method</li> <li>12. List the advantages and disadvantages of interviews as a data-collection method</li> <li>13. Recognize the importance of observation as a data-collection method</li> <li>14. Determine the need for physiological and psychological data-collection methods</li> <li>15. Compare and contrast the various types of data-collection methods</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Choose an appropriate sampling method for a selected research study</li> <li>2. Relate study findings to study hypotheses</li> <li>3. Construct items for a questionnaire</li> <li>4. Critique the design section of quantitative studies</li> <li>5. Critique the data-collection instruments used in research studies reported in the literature</li> <li>6. Critique the findings, conclusions, implications, and recommendations of published research studies</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Explore the steps in publishing a journal article</li> <li>2. Discuss theses and dissertations as means of presenting research results</li> <li>3. Elaborate on the need for utilization of nursing research findings</li> <li>4. Discuss measures that have been taken to facilitate nursing research utilization</li> </ol>
<b>Course Assessments</b>	<p>Quiz/ Mid-term (20%)  Attendance (15%)  Oral Defense (20%)  Output (15%)  Final Examination (30%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Review of Basic Research concepts <ol style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Purposes of research</li> <li>c. Goals in the conduct of nursing research</li> <li>d. Components of nursing research</li> <li>e. Steps of the research process</li> </ol> </li> <li>2. Review of Methods of nursing research <ol style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Quantitative method and its types</li> <li>c. Qualitative methods and its types</li> </ol> </li> <li>3. Review of Population and sample size <ol style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Different sampling techniques</li> </ol> </li> <li>4. Review of Instrumentation and Data Collection <ol style="list-style-type: none"> <li>a. Definition of terms</li> </ol> </li> </ol>





	<ul style="list-style-type: none"> <li>b. Types of data gathering tool for data collection</li> <li>5. Review of basic statistical concepts for treatment of gathered data <ul style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Measures of central tendency</li> <li>c. Frequency and distribution</li> <li>d. Weighted mean, Ranking</li> <li>e. Guidelines and application of statistical procedure</li> </ul> </li> <li>6. Review of Forms of data presentation</li> <li>7. Approval of research proposal from 1<sup>st</sup> semester</li> <li>8. Review of the components of research</li> <li>9. Review of ethical considerations in research</li> <li>10. Creation of calendar of activity</li> <li>11. Start implementation of research</li> <li>12. Finalizing Chapter 1</li> <li>13. Finalizing Chapter 2 and encoding of references</li> <li>14. Finalizing Chapter 3</li> <li>15. Data Collection</li> <li>16. Tallying of Result</li> <li>17. Presentation of Result</li> <li>18. Interpretation and analysis of findings</li> <li>19. Summary, conclusion, recommendation and abstract</li> <li>20. Creation of curriculum vitae, appendices, and title page</li> <li>21. Scheduling of defense</li> <li>22. Rules for defense</li> <li>23. Oral defense</li> </ul>
<p><b>Session 1 (Week 1)</b></p>	<ul style="list-style-type: none"> <li>1. Orientation to subject</li> <li>2. Review of Basic Research concepts <ul style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Purposes of research</li> <li>c. Goals in the conduct of nursing research</li> <li>d. Components of nursing research</li> <li>e. Steps of the research process</li> </ul> </li> <li>3. Review of Methods of nursing research <ul style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Quantitative method and its types</li> <li>c. Qualitative methods and its types</li> </ul> </li> <li>4. Review of Population and sample size <ul style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Different sampling techniques</li> </ul> </li> <li>5. Review of Instrumentation and Data Collection <ul style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Types of data gathering tool for data collection</li> </ul> </li> <li>6. Review of basic statistical concepts for treatment of gathered data <ul style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Measures of central tendency</li> <li>c. Frequency and distribution</li> <li>d. Weighted mean, Ranking</li> <li>e. Guidelines and application of statistical procedure</li> </ul> </li> <li>7. Review of Forms of data presentation</li> </ul>
<p><b>Session 2 (Week 2)</b></p>	<ul style="list-style-type: none"> <li>1. Approval of research proposal from 1<sup>st</sup> semester</li> </ul>





	<ol style="list-style-type: none"> <li>2. Review of the components of research</li> <li>3. Review of ethical considerations in research</li> <li>4. Creation of calendar of activity</li> </ol>
<b>Session 3 (Week 3)</b>	1. Start implementation of research
<b>Session 4 (Week 4)</b>	2. Finalizing Chapter 1
<b>Session 5 (Week 5)</b>	1. Finalizing Chapter 2- Review of related literatures
<b>Session 6 (Week 6)</b>	2. Encoding of the references
<b>Session 7 (Week 7)</b>	<ol style="list-style-type: none"> <li>1. Start working on Chapter 3</li> <li>2. Review for the coverage of mid-terms</li> </ol>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	1. Finalizing Chapter 3
<b>Session 10 (Week 10)</b>	1. Data Collection
<b>Session 11 (Week 11)</b>	1. Tallying of results
<b>Session 12 (Week 12)</b>	<ol style="list-style-type: none"> <li>1. Presentation of results</li> <li>2. Interpretation and analysis of findings</li> </ol>
<b>Session 13 (Week 13)</b>	<ol style="list-style-type: none"> <li>1. Summary, conclusion, recommendation and abstract</li> <li>2. Creation of curriculum vitae, appendices, and title page</li> </ol>
<b>Session 14 (Week 14)</b>	<ol style="list-style-type: none"> <li>1. Scheduling of defense</li> <li>2. Rules for defense</li> </ol>
<b>Session 15 (Week 15)</b>	1. Oral defense
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ol style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ol>
<b>Generic Skills</b>	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
<b>Course Change</b>	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will





endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

## COMMUNICATION SKILLS 4

1	<b>Course name</b>	COMMUNICATION SKILLS 4
2	<b>Course Code</b>	LANG 402LY
3	<b>Course type:</b> <b>/general/specialty/optional</b>	GENERAL
4	<b>Accredited units</b>	2 UNITS
5	<b>Educational hours</b>	32 HOURS
6	<b>Pre-requisite requirements</b>	COMMUNICATION SKILLS 1 COMMUNICATION SKILLS 2 COMMUNICATION SKILLS 3
7	<b>Program offered the course</b>	BACHELOR OF SCIENCE IN NURSING
8	<b>Instruction Language</b>	ENGLISH
9	<b>Date of course approval</b>	2016

**Brief Description:** The course includes discussions on how to exchange ideas effectively in both spoken and written communication and put into application the acquired skills. This course focuses on the presentation skills through the use of visual communication and to introduce the students in interpreting these visuals into textual or oral form. It will also help them develop communicative competence, know the importance of communications and perform presentation both in public and formal setting.

**Textbooks required for this Course:** McCorry, L.K. and Mason, J., 2020. Communication skills for the healthcare professional. JONES & BARTLETT PUB Incorporated. ISBN-13: 978-1284219999; ISBN-10: 1284219992.

Downes, J. 2020. Communication Skills: 6 books in 1: How to Talk to Anyone, Anxiety in Relationship, Communication in Marriage and for Couples. Improve Confidence, Persuasion, Influence and Social Skills. Kindle Edition. ISBN : 1802123296.

Moss, B., 2020. Communication Skills in Nursing, Health and Social Care.5<sup>th</sup> Ed. Sage. ISBN-13: 978-1526490155; ISBN-10: 1526490153.

Riley, J.B., 2019. Communication in nursing. Elsevier Health Sciences. 9<sup>th</sup> Ed. ISBN-13: 978-0323625487; ISBN-10: 0323625487.





Webb, L. (ed)., 2019. Communication Skills in Nursing Practice. 1<sup>ST</sup> Ed. SAGE. ISBN-13: 978-1526489371; ISBN-10: 1526489376.

Lester, Mark and Larry Benson. 2018. McGraw-Hill Handbook of English Grammar and Usage, 3<sup>rd</sup> Ed. McGraw-Hill Education. ISBN-13: 978-1260121674; ISBN-10: 1260121674.

Kurtz, S., Silverman, J., Draper, J., van Dalen, J. and Platt, F.W., 2017. Teaching and learning communication skills in medicine. CRC press. ISBN-13: 9781315378398.

Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.

Wood, Thomas A.M.LL.B. 2015. Practical Grammar and Composition. Create Space Independent Publishing Platform. ISBN-13: 978-1519368751; ISBN-10: 1519368755.

Orey, Maureen. 2014. Communication Skills Training. Association for Talent Development. ISBN-13: 978-1562869656; ISBN-10: 1562869655.

McCloud, Ace. 2015. Communication Skills: Discover the Best Ways to Communicate, Be Charismatic, Use Body Language, Persuade, and Be a Great Conversationalist (Communication Language, Social Skills, Persuasion Skills). Create Space Independent Publishing Platform. ISBN-13: 978-1502711540; USBN-10: 1502711540.

Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.

Visual Communication

<https://www.youtube.com/watch?v=wKjI7tZ9Hj0>

Data Presentation

<https://www.youtube.com/watch?v=f0UjT-9c6LY>

Good Presentation VS Bad Presentation

<https://www.youtube.com/watch?v=V8eLdbKXGzk>

**Course Duration**

4<sup>th</sup> Year, 2<sup>nd</sup> Semester

**Delivery**

1. Classroom Discussion/Recitation
2. Essay Writing/Hand-outs/Sheets
3. Quiz, Mid-Term and Final Examinations
4. LCD projector, laptop, and speakers (PPT and video presentation)
5. Whiteboard and markers





<b>Course Objectives:</b>	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Describe presentation skills that would develop their communicative competence.</li> <li>2. Understand visual communication and data interpretation.</li> <li>3. Create textual data based on visual aids.</li> </ol> <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> <li>1. Define visual communication and its underlying elements.</li> <li>2. Identify charts and figures ready for interpretation.</li> <li>3. Sentence construction with the correct usage of tools</li> </ol> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> <li>1. Accomplish activities from the lesson presented</li> <li>2. Read and interpret with appreciation and expression visual aids both oral and written form.</li> <li>3. Discuss with different exercises</li> </ol> <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> <li>1. Promote personal and professional growth.</li> <li>2. Apply the concepts in the research process.</li> </ol>
<b>Course Assessments</b>	<p>Attendance (15%)  Quiz/Mid-Term Examination (20%)  Oral Presentation (15%)  Final Examination (50%)</p>
<b>Content Breakdown Topical Coverage</b>	<ol style="list-style-type: none"> <li>1. Visual Communication <ol style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Visual Aids</li> <li>c. Media</li> </ol> </li> <li>2. Data Presentation/Interpretation <ol style="list-style-type: none"> <li>a. Using Tables</li> <li>b. Using Figures</li> <li>c. Text Interaction</li> </ol> </li> <li>3. Quick Tips – Effective Presentation</li> <li>4. Presentation Skills – Key Elements</li> <li>5. Presentation Skills - Preparation</li> <li>6. Presentation Skills – Organize Materials</li> <li>7. Presentation Skills – Writing</li> <li>8. Presentation Skills – Deciding the Presentation Method</li> <li>9. Presentation Skills - Working with Visual Aids</li> <li>10. Presentation Skills – Managing Event</li> <li>11. Presentation Skills – Coping with Nerves</li> <li>12. Presentation Skills – Dealing with Questions</li> <li>13. Working with Others <ol style="list-style-type: none"> <li>a. People Skills</li> <li>b. Group work / Teamwork</li> <li>c. Support Group</li> </ol> </li> <li>14. Final Presentation</li> </ol>
<b>Session 1 (Week 1)</b>	<ol style="list-style-type: none"> <li>1. Orientation to subject</li> <li>2. Visual Communication <ol style="list-style-type: none"> <li>a. Definition of terms</li> <li>b. Visual Aids</li> <li>c. Media</li> </ol> </li> </ol>
<b>Session 2 (Week 2)</b>	<ol style="list-style-type: none"> <li>1. Data Presentation/Interpretation</li> </ol>





	<ul style="list-style-type: none"> <li>a. Using Tables</li> <li>b. Using Figures</li> <li>c. Text Interaction</li> </ul>
<b>Session 3 (Week 3)</b>	1. Quick Tips – Effective Presentation
<b>Session 4 (Week 4)</b>	1. Presentation Skills – Key Elements
<b>Session 5 (Week 5)</b>	1. Presentation Skills - Preparation
<b>Session 6 (Week 6)</b>	1. Presentation Skills – Organize Materials
<b>Session 7 (Week 7)</b>	<ul style="list-style-type: none"> <li>1. Presentation Skills – Writing</li> <li>2. Review and recap for lectures of session 1-7</li> </ul>
<b>Session 8 (Week 8)</b>	Midterm Exam
<b>Session 9 (Week 9)</b>	1. Presentation Skills – Deciding the Presentation Method
<b>Session 10 (Week 10)</b>	1. Presentation Skills - Working with Visual Aids
<b>Session 11 (Week 11)</b>	1. Presentation Skills – Managing Event
<b>Session 11 (Week 11)</b>	1. Presentation Skills – Coping with Nerves
<b>Session 12 (Week 12)</b>	1. Presentation Skills – Dealing with Questions
<b>Session 13 (Week 13)</b>	<ul style="list-style-type: none"> <li>1. Working with Others <ul style="list-style-type: none"> <li>a. People Skills</li> <li>b. Group work / Teamwork</li> <li>c. Support Group</li> </ul> </li> </ul>
<b>Session 14 (Week 14)</b>	1. Final Presentation
<b>Session 15 (Week 15)</b>	1. Review and recap for the lectures from session 9-15
<b>Session 16 (Week 16)</b>	Final Exam
<b>Attendance Expectations</b>	<ul style="list-style-type: none"> <li>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</li> <li>2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</li> <li>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</li> <li>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</li> <li>5. Students must report to their classes in proper decorum and required dress code, if necessary.</li> <li>6. Smoking and chatting are prohibited.</li> </ul>





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