



*Curriculum for Registered
Nursing Education Programme
B.Sc. Nursing
CARICOM Countries*





**CURRICULUM FOR REGISTERED
NURSING EDUCATION PROGRAMME
B.Sc. NURSING
(As approved by the 21st Meeting of the COHSOD in 2011)**

CARICOM COUNTRIES

Caribbean Community Secretariat
Bank of Guyana Building
Avenue of the Republic
Georgetown, Guyana

Curriculum for Registered Nursing Education Programme [for] B.Sc. Nursing [in] CARICOM Countries

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The development of this Curriculum for Bachelor of Science, Nursing, undergraduate programme in the CARICOM region is indeed a milestone in the history of nursing for the Region.

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PHILOSOPHY OF NURSING

We believe that:

Individuals are unique human beings with intrinsic worth and dignity who live and function within the unit of families and communities and have the right to enjoy optimum health. Individuals are also complex open systems who are in constant interaction with an internal and external environment. The individual, based on his or her developmental level, exercises the right to choices in maintaining his/her health status, in keeping with his or her perceptions, expectations and needs. These rights of the individual and diversity in expression are respected and valued by the professional nurse in the delivery of health care.

The Family is the basic unit of society and should be considered when planning and programming strategies and interventions geared to the health promotion and maintenance of wellness. The family interacts within socio-cultural, political, and economic boundaries, and members share common values, beliefs and practices, which impact their health status.

Health is a dynamic holistic process in which the individual or family interact with physiological, psychological, cultural and spiritual stimuli in order to achieve maximum potential. Health is also the actualization of inherent and acquired human potential through goal-directed behavior, competent self-care and satisfying relationships with others. Adjustments are made along a health –illness continuum as needed to maintain structural integrity and to effect harmony with the environment.

Health Care is the process of assisting the individual, family and community to attain or maintain a state of optimum wellness or to adjust to a comfortable position on the health –Illness continuum. It is a basic human right and a priority for individuals, families and communities. Health Care should be available, accessible, affordable, comprehensive, continuous, coordinated and delivered by trained competent members of a health team. Health Care programmes must reflect the health priorities, as well as the socio economic needs of the society, and must be delivered in a way that will benefit the greater majority of the peoples of the society.

Nurses are professionals who have completed a program of education in a recognized educational institution and are qualified, registered and licensed to practice Nursing. The nurse, as a professional, is capable of critical inquiry, sound clinical judgment and ethical decision-making. Nurses function independently and interdependently within the multi-disciplinary health team.

Nursing is a practice based discipline, built upon the contribution of many nurse theorists as well as inputs from several other scientific disciplines. Nursing makes a distinctive contribution to the maintenance and promotion of health of individuals, families' communities and nations. Nursing is administered through the use of the Nursing Process, which allows for critical thinking, progressive inquiry and informed decision making. Nursing practice integrates multiple role expectations, is committed to evidence based practice and improved outcomes and is directed towards the achievement of optimal functioning of the patient/client.

Nursing Education is a continuous process. Nursing Education programmes are based on scientific principles; provide a broad and sound foundation for the effective practice of nursing,

and a basis for continuing development in nursing. These programmes, must of necessity focus on the common health problems within the region and reflect the current evidence-based trends in nursing practice. Professional nursing education programmes in the region should be at the first-degree level and should prepare graduates who are capable of providing leadership and management as well as professional reflection and visioning.

Learning is a life long process of developing individual's potential through a spirit of critical inquiry, conscious or unconscious change in behavior. Learning is the result of a life- long, dynamic process by which the learner acquire new skills and or attitudes that can be measured and can occur at anytime or in any place due to exposure to environmental stimuli. Learning is enhanced through collaborative interaction with other disciplines

Learners bring unique and diverse knowledge and experiences that serve as a resource to the educational process. Learners are encouraged to be innovative, to challenge assumptions and be committed to the pursuit of knowledge. The pursuit of knowledge is the key thread that crosses the entire curriculum and will enable the learner to critically evaluate and integrate theory, research and current practice to foster lifelong growth.

Teaching is the process of instilling in the learner the concepts, skills and quest for life-long pursuit of knowledge and capacities. It is a component of the educational process that is deliberate and intentional in communicating information to the learner in response to identified knowledge deficit. Teaching encourages learners to maximize their potential to create structures and build relationships in their chosen field and to model different roles.

Teachers are highly motivated individuals engaged in the process of molding others. They stimulate critical thinking, present competing explanations of social realities and assist learners to explore alternatives in a changing environment. Effective teachers continue their developmental process through in-service and continuing education.

Research is the creative basis of teaching. It includes the search, discovery, interpretation and critical evaluation of new knowledge and practice. Professions and professionals are committed to the continued development of the profession through research.

CURRICULUM AIM

The aim of this curriculum is to prepare professional Nurses at the Graduate level who are competent to deliver holistic nursing care to individuals, families and communities. The curriculum stresses the application of critical inquiry process, evidenced based practice, sound clinical and functional judgements and provision of leadership and visioning for nursing.

The graduate nurse would focus on all systems of humanity including physiological, psychological, social, cultural, cognitive and spiritual and would be provide care to individuals and families at all stages of the life cycle as well as groups at any level of the health-illness continuum, and in a variety of settings.

THEORETICAL FRAMEWORK

The goal of this curriculum is to prepare professional nurses who are visionary, possesses leadership skills and has the necessary competencies to meet the demands of the evolving health care system.

The curriculum comprises content areas from the biological, behavioral and nursing sciences as well as courses from the liberal education programme. The biological sciences focus on individuals in their human form and the internal and external biological stimuli that affect them. The behavioral sciences address the socialization and the relationships of individuals as they interact within the units of families, groups and communities.

The nursing science reflect the contribution of the many nurse theorists who have contributed to the development of nursing, and is organized in keeping with the following eight domains which serve as anchors of nursing practice; Nursing Practice, Professional Conduct, Health Promotion and Maintenance of Wellness, Nursing Leadership and Management, Professional Reflection and Visioning, Communication, Caring Interventions and Clinical Decision-making.

These domains give rise to the competencies expected of the practitioner in the delivery of nursing care. The competencies then become the function of an assimilated, integrated and internalized achievement of the nursing programme.

These competencies will form the basis for the examination process in the Regional Examination for Nurse Registration for CARICOM countries which is the gateway to the Nursing workforce in the region

The curriculum will be delivered through a baccalaureate four- year, credit based, programme consisting of two Semesters and a summer practicum with a maximum of five courses per semester The preparation of the practitioner will take place in a university setting at the level of a first degree. The administration of the programme will reflect the application of the *Global Standards for the Initial Education of Professional Nurses and Midwives*, and the regulations of the General Nursing Councils.

Learning Outcomes for each course will require the learner to utilize critical inquiry skills, and evidenced based findings; explore the nursing environment; and exercise sound professional judgment while internalizing and integrating the concepts. The courses will incorporate the

threads of the programme; basic needs, the life cycle, the individual, family and communities, nursing process, health teaching and counseling, leadership and management.

Tutorial is divided into classroom, laboratory and clinical sessions. The courses necessary as prerequisite to the nursing courses, will be taught in the first two years. The final year includes an elective and a senior practicum.

Continuous assessment is the basis for the movement of learners from one level to the other. This will include written examinations as well as clinical assessments and the maintenance of professional conduct. Learners will be expected to satisfactorily complete the competencies of each year to move to the next level of the programme.

Figure 1

NURSING DOMAINS

1. NURSING PRACTICE

This relates to the professional tenets of the Nursing Profession viz, the evolution and history of nursing, the systems of education of nurses, the regulation and practice guidelines and the imaging of nursing. It also encompasses the different dimensions including the physiological, psychological, social, cultural cognitive and spiritual which guide nursing practice. The nurse is required to demonstrate a current knowledge base, a sense of accountability for practice in accordance with health and nursing legislation and a sensitivity and respect for patient rights.

2. PROFESSIONAL CONDUCT

This relates to the manner in which the nurse conducts him/her self at all times. This conduct shall be in keeping with the standards of the International Council of Nurses Code of Ethics as well as regional and local standards of the profession. This refers to manner of interaction with patients, families and all personnel with whom the nurse is likely to interact. It also emphasizes the attitude to patient care and the need for each nurse to display a professional manner even in the most stressful of situations.

3. HEALTH PROMOTION and MAINTENANCE of WELLNESS

This relates to the emphasis being placed on assisting individuals and families to remain healthy. It emphasizes and encourages healthy lifestyles and the promotion of healthy environments for patients. It also refers to the sensitization of the society to the benefits of self- care and the development and utilization of self- care agencies among the population. The nurse is an advocate of health promotion and wellness.

4. CARING INTERVENTIONS

This refers to those nursing behaviors and actions that allow the nurse the opportunities and abilities to shape policies and practices, which influence the care individuals and families receive. It embodies all interventions done in the interest of and with patients. These include those activities in which the nurse engages, that allow for partnerships and alliances designed to improve the health outcomes for individuals and families.

5. NURSING LEADERSHIP AND MANAGEMENT

This relates to the planning, programming and implementation of nursing care to individuals and groups of patients and clients. It also refers to the co-ordination of care within patient care units in a variety of settings at institutional and community level and the evaluation of achievements. Included in leadership and management are referral to, and consultation with other health professionals, service providers and community and support services, and full commitment to the continuity and improvement of nursing care.

6. COMMUNICATION.

This refers to the processes whereby meanings are assigned and conveyed to others to create shared awareness and understanding of phenomena. Communication is an important domain in nursing as it is the media through which the nurse client bond is formed and trust is developed.

Communication includes the systems of documentation and referrals, the imparting of information through teaching, counseling and mass media.

7. CRITICAL DECISION-MAKING

This refers to the mental processes of reaching agreements on the selections of courses of actions and their rationales and outcomes. These processes are usually fast paced, urgent, high risk and are, usually made with incomplete data and narrow windows. The nurse liaises with multiple disciplines, the patient or client and the family

8. REFLECTION AND VISIONING

This relates to self- appraisal and professional development as well as reflection on practice, feelings and beliefs and their consequences for nurse/client relationships. This also reflects the need for planning for life-long learning and understanding the value of evidence and research for competent nursing practice. It ensures that the conscientious nurse develops his or her professional practice in accordance with the health needs of the population and the changing patterns of disease and illness.

PROGRAMME COMPETENCIES

The programme will be executed to assess the achievement of the established competencies / standards, as set by CARICOM for Nurses to practice efficiently.

DOMAIN 1 UNITS OF COMPETENCE

Nursing Practice

1. Integrates nursing and health care knowledge, skills and attitudes to provide safe and effective nursing care
2. Utilizes principles of primary health care to provide care for individuals, families and communities.
3. Utilizes the nursing process as the framework for providing safe and effective nursing care
4. Practises in accordance with established standards of nursing professional practice
5. Practises within legislation affecting nursing practice and health care and within other national, regional and international regulatory frameworks and mechanisms for nursing, with emphasis on the regional frameworks
6. Recognizes and responds appropriately to unsafe or unprofessional practice
7. Demonstrates awareness of the influence of organizational and societal culture on the provision of health and nursing care.

Domain 2

Professional Conduct

8. Practises safe, competent and ethical care in a manner that is consistent with the ICN Code of Ethics and Conduct
9. Integrates organizational policies and guidelines with professional standards in performing all nursing roles
10. Practices in a way that acknowledges the dignity, culture, values, beliefs and rights of individuals and groups
11. Establishes and maintains effective and professionally appropriate therapeutic relationships
12. Practices within own scope of knowledge and skills
13. Recognises and respects the roles and responsibilities of the other members of the health care team
14. Demonstrates sensitivity and respect for diversity in personal choices, practices and beliefs including sexual orientation, gender and culture in interacting with the patient / client and family
15. Utilizes established protocols in communication directed to the provision of health care

16. Accepts responsibility for own actions and decisions with respect to patient and personal safety of self and others
17. Conducts self in a manner that reflects personal discipline and self respect and the principles and dignity of the nursing profession

Domain 3

Health Promotion and Maintenance of Wellness

18. Utilizes established protocols in communications directed to the provision and management of health care
19. Assists the client /patient to understand the link between health promotion strategies and health outcomes
20. Plans and implements health education and health promotion activities, focusing particularly on healthy lifestyles, wellness and the environment.
21. Utilizes the principles of primary health care to provide health care to individuals, families and communities
22. Collaborates with the interdisciplinary health care team in research, policy setting and other functions supportive of delivery of comprehensive nursing care.

Domain 4

Caring Interventions

23. Uses appropriate assessment tool and techniques as the basis for delivering nursing care.
24. Interprets data obtained to inform selection of interventions in the delivery of patient care.
25. Explores alternatives, approaches and priorities of care with clients and families.
26. Prepares patients and clients for diagnostic procedures and treatment modalities in keeping with their circumstances.
27. Selects appropriate interventions in the delivery of care for the benefit and well being of the patient.
28. Collaborates with other health team members to manage actual and potential needs of clients and patients.

Domain 5

Nursing Leadership and Management

29. Undertakes the clinical management of groups of clients or patients
30. Plans nursing care in consultation with individuals/groups, significant others and the interdisciplinary health care team
31. Provides comprehensive, safe, efficient and effective evidence-based nursing care to achieve identified individual/group health outcomes
32. Evaluates progress towards expected individual/group health outcomes in consultation with individuals/groups, significant others and interdisciplinary health care team

33. Provides appropriate modeling and guidance to colleagues and clients to assist in realizing planned individual, organizational and professional outcomes
34. Undertakes the clinical management of groups of clients or patients
35. Participates in the analysis, development, implementation and evaluation of clinical practices and policies that guide the delivery of patient care.

Domain 6

Communication

36. Naturalizes the roles and responsibilities of a professional nurse as a member of the health team.
37. Fosters therapeutic relationships and ongoing communication strategies to promote efficient and effective nursing care.
38. Engages in ongoing teaching programmers and activities involving Mass media and Public speaking to advance the agenda of nursing.
39. Maintains documentation systems to facilitate the delivery of quality nursing care.
40. Utilizes information systems to manage nursing and health care data during the delivery of patient client care.

Domain 7

Clinical Decision- Making

41. Uses critical thinking skills and professional judgment to inform decision-making when delivering care to patients and clients.
42. Incorporates evidence from research, clinical practice, client preference and other available sources to inform decision-making.
43. Assists and support clients to make informed choices and to practice self-care skills.

Domain 8

Professional Reflection and Visioning

44. Practices within an evidence-based framework
45. Uses best available evidence, standards and guidelines to inform and evaluate nursing performance of self and others
46. Uses best available evidence, nursing expertise and respect for the values and beliefs of individuals/groups in the provision of nursing care
47. Uses critical thinking and reflective practice in performing the roles of the nurse
48. Supports and contributes to nursing and health care research
49. Contributes to ongoing professional development of self and others
50. Demonstrates critical inquiry skills in relation to new knowledge and technologies that benefit Nursing care.

CURRICULUM OUTLINE

A. COURSES OFFERED

PRE NURSING COURSES

PNC	101	Anatomy
PNC	102	Physiology
PNC	103	Introduction to Sociology
PNC	104	Introduction to Psychology
PNC	105	Medical Microbiology
PNC	106	Foundations of Chemistry
PNC	107	Pathophysiology
PNC	108	Introduction to Pharmacology
PNC	109	Nutrition
PNC	110	Health Promotion and Maintenance
PNC	111	Biochemistry
PNC	112	Epidemiology

NURSING COURSES

NC	201	Nursing Professionalism
NC	202	Nursing Process
NC	203	Health Assessment
NC	204	Caring for the Child-Bearing Family
NC	205	Adult Health Nursing 1 – 20-64 years
NC	206	Community Nursing
NC	207	Nursing Care - 1 Month – 19 years
NC	208	Adult Health Nursing II – 20 – 64 years
NC	209	Mental Health Nursing
NC	210	Nursing Research
NC	211	Nursing Care of the Older Person – 65 years and over
NC	212	Specialized Nursing
NC	213	Nursing Management
NC	214	Nursing Leadership
NC	215	Nursing Clinical Elective
NC	216	Nursing Practicum

INSTITUTIONAL REQUIREMENTS

IR	301	Fundamentals of Communication
IR	302	Information Technology
IR	303	Foreign Language (French or Spanish)
IR	304	Statistics
IR	305	Caribbean Society and Culture
IR	306	Public Speaking/ Creative Writing

B. PROGRAMME STRUCTURE – SUGGESTED CREDITS

Year 1	Year 2	Year 3	Year 4
Anatomy 4	Pathophysiological 4	Nursing Care: 1month-19 yrs & Practicum 4	Nursing Leadership 3
Physiology 5	Pharmacology 4	Adult Health Nursing 2 20 yrs. - 64 yrs & Practicum 5	
Fundamentals of Communication 3	Nutrition 3	Psychiatry/Mental Health & Illness & practicum 4	Nursing Clinical Elective 4
Sociology 3	The Nursing Process 3	Research 3	
Psychology 3	Health Assessment 4		Caribbean Society and Culture 2
Nursing Professionalism 3			
TOTAL 21	18	16	9
Foundations of chemistry 3	Caring for the child-bearing family 4	Specialized Nursing and Practicum 6	Nursing Practicum 45
Microbiology 3	Adult Health Nursing 1 20 yrs. - 64 yrs 5	Nursing Care of Older Person 4	Public Speaking and Creative writing 2
Information Technology 3	Community Nursing 3	Nursing Management 3	
Biochemistry 3	Epidemiology 3	Statistics 3	
Health Promotion and maintenance of wellness 3	Foreign Language 3		
Total 15	18	16	78
Summer	Summer	Summer	Summer
TOTAL 36	36	32	16
PROGRAMME TOTAL			110 Credits

NB: Clinical Attachment Hours should be **approximately** 20 credits, that is 1530 hours

C. SUGGESTED PROGRAMME HOURS

Year 1	Year 2	Year 3	Year 4
Anatomy and Physiology 1 60	Pathophysiology 60	Nursing Care: 1month-19 yrs & Practicum 75	Nursing Leadership (Issues, Policy and the Law) 45
Physiology 75	Pharmacology 60	Adult Health Nursing 2 20 yrs. - 64 yrs & Practicum 75	Community Health Nursing and Practicum 20
Fundamentals of Communication 45	Nutrition 45	Psychiatry/Mental Health & Illness & practicum 60	Senior Clinical Elective (Nursing Specialism e.g. paediatrics, psychiatry, geriatrics) 60
Sociology 45	Foundations: Nursing Process 45	Research 20	Institutional requirement 30
Psychology 45	Health Assessment 60		
TOTAL 240	270	230	170
Foundations of Chemistry 45	Caring for the child-bearing family 60	Specialized Nursing and Practicum 75	Senior Practicum/Preceptorship/ Clinical 90
Information Technology 45	Adult Health Nursing 1 20 yrs. - 64 yrs & Practicum 75	Nursing Care of Older Person & Practicum 60	Institutional requirement 30
Microbiology 50	Community Nursing 45	Nursing Management & Practicum 45	
Biochemistry 45	Epidemiology 45	Research 25	
Health Promotion and maintenance 45			
Total 250	205	205	135
Summer	Summer	Summer	Summer
Clinical Attachment/Labs	Clinical Attachment	Clinical Attachment	Clinical attachment

YEAR 1

Semester 1

[PNC 101 Anatomy](#)

[PNC 102 Physiology](#)

PNC 103 Sociology.....

PNC 104 Psychology.....

[NC 201 Nursing Professionalism](#)

IR 301 Fundamentals of Communication.....

Semester 2

[PNC 105 Medical Microbiology](#)

[PNC 106 Foundations of Chemistry](#)

[PNC 110 Health Promotion and Maintenance](#)

[PNC 111 Biochemistry](#)

IR 302 Information Technology.....

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	ANATOMY
COURSE CODE:	PNC 101
DURATION:	75 hours
CREDITS:	4 (3 Credits Theory & 1 Credit Lab = 60+15hours)
PRE-REQUISITE:	Entry Requirements (Biology/Human Biology/Integrated Science/Chemistry/College Access Science Course)

COURSE DESCRIPTION

In this course learners will attain knowledge of human anatomy and the relationship of anatomical structures to one another. The learner will apply critical thinking skills to relate structure to functions and utilize knowledge of anatomy in the delivery of nursing care.

LEARNING OUTCOMES

At the end of this course the learners will be able to;

1. Demonstrate knowledge of the structural organization of the various body systems Nervous, musculoskeletal, cardiovascular, lymphatic, respiratory, gastrointestinal, endocrine, urinary and reproductive systems.
2. Interpret the structural organization of the human body in the context of its chemical, cellular, tissue, organ, system and organismal levels.
3. Apply critical thinking and sound judgment in using knowledge of anatomy in the interpretation of clinical – oriented practice.
4. Demonstrate knowledge of the unique anatomical complexity of the human body as it relates to its functions.

CONTENT OUTLINE

Surface Anatomy – Viewing the body from the outside, gross body areas, general, regional,

- Anatomical position, planes of section, reference lines, quadrants.
- Body cavities; male / female differentiation.

Levels of Organization of the Body -enumeration and anatomical description.

- Cellular
- Chemical
- Tissue & Organ
- System & Organism

Microscopic Anatomy – Structure of cells – membranes (plasma, nuclear and vesicular), cytoplasm, organelles, nucleus (genes, chromatin & chromosomes).
Structure of tissues (epithelial, connective, muscle & nervous) and organs.

Structure of Systems – Classifications, development and organization; gross and microscopic, location, description.

- Integumentary System – skin, nails, hair, glands.
- Skeletal System – divisions: axial, appendicular; articulations – joints; male and female skeletal differentiation.
- Muscular system – muscle tissue – skeletal and smooth; origins and insertion of muscles, basic kinesiology – bones as levers of muscles lines and centres of gravity; body segments and movements.
- Nervous System and subsystems: central and autonomic: brain (Brodmann Map), cranial nerves, spinal cord, spinal nerves, centres – limbic system, autonomic systems, sympathetic, parasympathetic pathways, meninges, ventricular system & CSF, connections; special senses – eye, ear, tongue and touch.
- Cardiovascular System: heart, vessels, routes; blood – components,
- Lymphatic System – vessels, nodes, organs
- Respiratory System: nose & paranasal sinuses, pharynx, larynx, trachea, bronchi lungs – lobes, lobules, fissures, alveoli (alveolar ducts, sacs), blood supply.
- Digestive System – mucosa, ducts and gland; mouth and oral cavity, tongue, teeth, oesophagus, stomach, pancreas, liver, gallbladder, small and large intestines, rectum, anus; mesenteries and omenta; ducts and glands
- Endocrine system – pituitary, thyroid, parathyroid, adrenals, pancreas
- Urinary system – Kidneys (calyces, pelvis, papilla, medulla and cortex), ureters, bladder, urethra, blood supply.
- Reproductive system (male and female) – scrotum, testes, accessory ducts, penis, accessory glands; ovaries, uterine tubes, uterus, vagina, vulva, perineum, mammary glands.
- Structures of development and inheritance – gametes: sperm, ova: spermatogenesis and oogenesis, coitus, fertilization, implantation, embryo, organ systems development, foetus.

Special anatomical considerations – newborn, childhood development, aging.

Related Clinicals / labs.

Identification of Anatomical parts (Gross), Position and turning patients
Identification of anatomical parts (Microscopic).
Complete physical examination
Attend post mortem (at least one)

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, use of audiovisual aids – transparency acetates / power point slides on line, individual study guide activities, laboratory sessions, small group/individual presentation, IT methods, www.anatomyandphysiology.com, - CD-Rom accompanying the textbook, ADAM CD- ROM Series – Physiology

ASSESSMENT

The learner is expected to have a 95% attendance in all classroom and laboratory assignments.

The learner is expected to complete and submit an assignment within stipulated time. Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

Totora, G. J. & Grabowski, S. R. (2008) **Principles of Anatomy and Physiology**, (10th Edition), New York: Harper Collins.

or

Thibodeau, Gary A. and Patten, T. (2006) **Textbook of Anatomy and Physiology** (4th Edition), U.S.A.: C.V. Mosby Co.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	PHYSIOLOGY
COURSE CODE:	PNC 102
DURATION:	75 hours
CREDITS:	4 (3 Credits Theory & 1 Credit Lab = 60+15hours)
PRE-REQUISITE:	Entry Requirements (Biology/Human Biology/Integrated Science/Chemistry/College Access Science Course)
CO-REQUISITE:	Anatomy

COURSE DESCRIPTION

This course focuses on the physiological functioning of all systems of the human body. The learner will relate the physiology to anatomy along the life cycle and will analyse the normal to abnormal findings. The learner will integrate critical thinking and evidenced based knowledge with content for this course to manage care for individuals.

LEARNING OUTCOMES

At the end of this course learners should be able to:

1. Demonstrate knowledge of the functioning organization of the various body systems
 - Nervous
 - Musculo-skeletal
 - Cardiovascular
 - Lymphatic
 - Respiratory
 - Gastrointestinal
 - Endocrine
 - Urinary
 - Reproductive
2. Interpret the functional organization of the human body exploring its physiologic control mechanisms, maintenance and continuity.
3. Apply critical thinking and sound clinical judgment in using physiological knowledge of the body systems in interpreting clinical – oriented information and in delivering nursing care to persons throughout the life cycle along its wellness-illness continuum.
4. Appreciate man as a biological human being with normal and abnormal responses to internal and external stimuli.

CONTENT OUTLINE

Homeostasis – Concept and principles of homeostatic balance.

Levels of organization of the body – functional description

- Cellular
- Chemical
- Tissue & organ
- System & organism

Physiology of Systems

- Integumentary System – physiology of skin, nails, hair, glands
- Musculoskeletal System – physiology of bone, joints, muscles
- Nervous System – central and autonomic, cranial nerves, spinal cord, spinal nerves, centres – limbic system, autonomic systems, sympathetic, parasympathetic pathways, meninges, ventricular system & CSF; connections; special senses – eye, ear, nose, tongue and touch.
- Cardiovascular System: heart, vessels, routes; blood – components,
- Lymphatic System – vessels, nodes, organs (e.g. spleen)
- Respiratory System: nose & paranasal sinuses, pharynx, larynx, trachea, bronchi lungs – lobes, lobules, fissures, alveoli (alveolar ducts, sacs), blood supply.
- Digestive System – mucosa, ducts and gland – alimentary tract: mouth and oral cavity, tongue, teeth, oesophagus, stomach, pancreas, liver, gallbladder, small and large intestines, rectum, anus; mesenteries and omenta; ducts and glands
- Endocrine system – pituitary, thyroid, parathyroid, adrenals, pancreas
- Urinary system – kidneys (calyces, pelvis, papilla, medulla and cortex), ureters, bladder, urethra, blood supply.
- Reproductive system male and female – scrotum, testes, ducts, penis, accessory glands; ovaries, uterine tubes, uterus, vagina, vulva, perineum, mammary glands.
- Development and inheritance – gametes: sperm, ova; spermatogenesis and oogenesis, coitus, fertilization, implantation, embryo, organ systems development, foetus.

Special Physiology considerations

- foetus, newborn, children, adults, aging, male, female.

TEACHING METHODOLOGIES:

This course will be taught using lectures, discussions, group discussions, observations, laboratory assignments, individual and group assignments, internet (electronic) delivery.

ASSESSMENT

The learner is expected to have a 95% attendance in all classroom and laboratory assignments.

The learner is expected to complete and submit an assignment within stipulated time. Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

Totra, G. J. & Grabowski, S. R. (2008) **Principles of Anatomy and Physiology**, (10th Edition), New York: Harper Collins.

or

Thibodeau, Gary A. and Patten, T. (2006) **Textbook of Anatomy and Physiology** (4th Edition), U.S.A.: C.V. Mosby Co.

The Student Centre (free) for Shier, D., Lewis, R. & Butler, J. (2002). **Hole's Human Anatomy and Physiology** (9th ed.). USA: McGraw Hill is available free to all learners at http://highered.mcgraw-hill.com/sites/0070272468/students_view0/. This site provides numerous interactive quizzes and practice case history questions which the learners will find useful.

Anatomical Atlases, Maps, Charts, Films, Skeleton, Bones, Models.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	INTRODUCTION TO SOCIOLOGY
COURSE CODE:	PNC 103
DURATION:	45 hours
CREDITS:	3
PRE-REQUISITE:	NONE

COURSE DESCRIPTION

This course introduces the learners to the elements of sociology, which includes the study of culture, social institutions and social groups. The emphasis on these elements will enable the learners to appreciate how social forces influence group behaviour and the resultant effects on health.

LEARNING OUTCOMES

1. Demonstrate knowledge of the factors which influence society and their effects on individuals and groups.
2. Collaborate with other sectors and disciplines to advance the function of nursing, the health agenda and improve patient outcomes.
3. Practice Nursing Care to reflect acceptance of the culture, values, beliefs and rights of people.
4. Utilize the institutions of society for the advancement of nursing, health and the nation.

COURSE OUTLINE

History of Sociology

- Sociology and Science, Concepts in Sociology
- Sociological methods

The Development of Sociology

- Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber.

Sociological Perspectives

- Functionalism
- Marxism/Conflict Theory
- Interactionism

Culture –

- Definition, culture and biology, culture shock, ethnocentrism and cultural relativism, components of culture, culture and adaptation, subculture, universals of culture

Social Stratification

- Social mobility, stratification systems, dimension of social stratification, theories of social stratification, racial and ethnic minorities, gender stratification. Poverty and poverty alleviation.

The Family

- Family life, functions of the family, family structures, family unions, marriage, transformation of the family, dysfunctional families, alternative lifestyles.

Religious System

- Nature and elements of religion, major types of religion
- Sociological approach to religion, organization of religious life,
- Aspects of religious life

Political and Economic System

- Politics, power and authority, government and state, the economy and state, types of states, political change

Education

- Socialization, cultural transmission, academic skills, innovation, types of education,
- Levels of education , issues in the education system

Bureaucracy, unions, social movements

Communities, urbanization, rural vs urban communities

Social control and deviance

Social change

Sources of social change, Theories of social change, globalization and modernization

Health and population dynamics

TEACHING METHODOLOGIES

This course will be taught using an interfaculty approach whenever possible.

Otherwise the methodologies used will be lecture discussions, group discussions, literature search, role plays, debates and other didactic methods.

A group assignment will be given on a topic to be decided

ASSESSMENT

The learner is expected to have a 95% attendance in all classroom assignments.

The learner is expected to complete and submit an individual or group assignment within stipulated time. Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

Tischler, Henry L. (2007), **Introduction to Sociology**. 9th Edition, South Melbourne, Victoria: Wadsworth Thompson Learning,

or

Haralambos, Michael and Martin Holborn. (2004), **Sociology: Themes and Perspective**. 6th ed., Hammersmith, London: Collins.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	INTRODUCTION TO PSYCHOLOGY
COURSE CODE:	PNC 104
DURATION:	45 Hours
CREDITS:	3 Credits
PRE-REQUISITE:	Programme entry requirements

COURSE DESCRIPTION

In this course the learners will acquire understanding of the behavior of individuals. This course in psychology will expose the learners to the theories, perceptions and the explanations for patients and clients behavior and enable them to respond appropriately.

LEARNING OUTCOMES

At the end of this course the learners will be able to

1. Demonstrate understanding of the uniqueness of individuals and its effect on their behavior.
2. Demonstrate knowledge about human growth, development and role transitions for all ages and gender and how these impact health and illness.
3. Establish and maintain effective and appropriate therapeutic relationships.
4. Assist and support clients during stressful events and aid them in making informed decisions.
5. Demonstrate sensitivity and respect for diversity in the personal belief, choices and practices of others.

CONTENT OUTLINE

Development of Psychology.

Psychological Theories.

- Behaviourist approach, cognitive approach, psycho-dynamic approach, humanistic and other approaches.

-

Fields of Psychology

- Experimental, psychological/neuropsychological, developmental, social, industrial and organization, education and school,
- Clinical, community, health, social, environment, forensic

Schools of Psychology

- Functionalist, psycho-analyst, gestalt, behaviourist

Developmental and Personality Theories (ISTS)

- Freud, Jung, Sullivan, Piaget, Rogers, Erikson, Others

Principles of Growth and Development Life-Cycle

- Pre-Natal, neo-natal, infant, toddler, pre-school child, school child, adolescent, adult, elderly/ older person

Measurement of Personality

- Projection Tests
- Personality Inventory
- Performance measure

Perception

- Theories of perception
- Development of Perception
- Factors influencing perception

Motivation

- Theories of Learning
- Psycho-analytic
- Social Learning
- Maslow's Hierarchy
- Others
- Influence

Emotion

- Concepts
- Current Theories
- Physiology
- Physical
- Psychological
- Maslow's Hierarchy
- Others

Intelligence

Attitudes

Conflict and Stress

- Theories of Stress, response based model, stimuli based model, transactional model,
- Defence Mechanisms
- Anxiety and Depression

Social Support and Relationships

- Attachments, bonding, separation, parenting, other.
- Loss, grief, mourning

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, group discussions, role plays, group and individual assignments and experiential learning.

STUDENT ASSESSMENT

The learner is expected to have a 95% attendance in all classroom assignments.

The learner is expected to complete and submit an individual or group assignment within stipulated time. Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

Payne, Sheila; Walker, Jan (2008), **Psychology for Nurses and the Caring Professions**. 3rd Edition, Amazon.Co.uk.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Medical Microbiology
COURSE CODE:	PNC 105
COURSE DURATION:	45 hours
CREDITS:	3
PRE-REQUISITE:	Programme entry requirements

COURSE DESCRIPTION

This course introduces the learners to the history of microbiology. It also covers the diversity of microbes, as well as their nutritional needs, growth and habits. In addition, the learner focuses on the control of microbes by physical and chemical agents, microbial ecology, pathogenicity, the prevention of nosocomial infections, and the improvement of the human defenses against infectious diseases and the major infectious diseases of humans.

LEARNING OUTCOMES

At the end of this course the learners will be able to;

1. Demonstrate awareness of the significance of microbiology to the health status of man
2. Integrate knowledge of microbiology with other skills to benefit the delivery of health care.
3. Utilize best practices in microbiology to maintain an environment conducive to positive health outcomes.
4. Apply evidenced- informed microbiological practices to the clinical care of patients and clients along the health-illness continuum and the life cycle.

CONTENT OUTLINE

History of Microbiology

- Fermentation and pasteurization, germ theory, eucaryotes and procaryotes, differences between cells

Microbial classification

- Eucaryotic and Prokaryotic, Rickettsias and Chlamydias, Mycoplasmas, Algae, Protozoa, Bacteria, Viruses, Fungi

Characteristics of Microbes

- Cell morphology, staining, motility, colony morphology, atmospheric requirements, nutritional requirements

Antimicrobial Methods

- Physical, chemical, chemotherapy, history, characteristics, actions, resistance, side effects.

Epidemiology

- Endemic, eepidemic, pandemic, sporadic and non epidemic diseases

Modes of Disease Transmission

- Nosocomial infections
- Communicable / non-communicable
- Food borne, water borne

General Control Measures

- Prevention of airborne contamination, handling food and eating utensils, handling of fomites and hand-washing.

Infection Control Procedures

- Medical and surgical asepsis, Universal Precautions, Transmission-Based Precautions
- Reverse isolation, hospital infection control, medical waste disposal

Nonspecific Mechanisms of Defense

- First line of defense.
- Second line of defense, fever production, iron balance, cellular secretions, blood proteins, phagocytosis, inflammation.
- Third line of defense, immunity, types of immunity, immunology, antigens, antibodies

Diagnostic tests for infectious diseases

- Types of tests, methods of specimen collection, storage and transport of specimens, interpretation of test results

Related Clinicals/ Laboratory

Cleaning of environment

Disinfection of unit and materials

Hand-washing techniques

Personal hygiene methods

Management of linens and supplies

Barrier nursing techniques

Medical Asepsis
Surgical Asepsis
Sterilization of equipment and supplies

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, group discussions, audio-visual aids, laboratory exercises, in-class discussions, and case studies. Clinical assignments, demonstrations and return demonstrations will also form part of the methodology.

ASSESSMENT/EVALUATION

The learner is expected to have a 95% attendance in all classroom, clinical and laboratory assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS

Burton, Gwendolyn R. W. and Paul G. Engelkirk. (2007) Microbiology for the Health Sciences. 8th Ed.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Foundation of Chemistry
COURSE CODE:	PNC 106
COURSE CREDIT:	3
COURSE DURATION:	45 hours
PRE-REQUISITE:	Programme entry requirement

COURSE DESCRIPTION

This course provides an overview of chemistry, including atomic structure, metric unit conversions, chemical nomenclature, the mole concept, stoichiometry chemical reactions, physical behaviours of gases, solutions, and acid-base theory. It is designed for learners with little or no chemistry background.

LEARNING OUTCOMES

At the end of this course the learner will be able to

1. Demonstrate understanding of the chemical states of matter.
2. Demonstrate understanding of the importance of chemistry to the study of nursing.
3. Utilize knowledge of chemistry appropriate to the delivery of nursing care.

CONTENT OUTLINE

Physical Chemistry

- Atoms, molecules, and stoichiometry, masses of atoms, concept of mole, empirical and molecular formulae.
- Atomic structures
Neutrons, protons, electrons
- Periodic table

Chemical Bonding

- Ionic bonding, covalent bonding, co-ordinate bonding, molecular shapes, bond energies, lengths polarities, inter-molecular forces, metallic bonding.

States of Matter

- Gaseous states, liquid state, solid state.

Chemical Energetics

- Enthalpy changes, combustion, hydration, solution, neutralization, atomisation, bond energy, lattice energy, electron affinity

Electro-chemistry

- Redox processes, electrode potentials, electrolysis
- Electrolysis

Equilibria

- Chemical equilibria, reversible reactions, dynamic equilibria, ionic equilibria, acid disassociation, H₂O, Ph, buffers.

Reaction Kinetics

- Simple rate equations, orders of reaction, rate constants, temperatures, activation energy, homogenous and heterogeneous catalyst.

Organic Chemistry**Inorganic Chemistry**

- Characteristics of metals and non-metals.
- Extraction of metals, preparation and collection of non-metals, reactivity, uses, conservation, impact.

Related Clinicals / Laboratory Skills

TEACHING METHODOLOGIES

This course will be taught using lectures, discussion, demonstrations and return demonstrations, laboratory assignments.

ASSESSMENT/EVALUATION

The learner is expected to have a 95% attendance in all classroom, laboratory assignments.

The learner is expected to complete laboratory assignment within stipulated time. Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS

Hein, Morris and Arena, Susan. (2007). Foundations of College Chemistry. USA: John Wiley and Sons Inc.

Timberlake, Karen C. (2008). Chemistry: An Introduction to General, Organic and Biological Chemistry. 10th ed. Prentice Hall.

YEAR 2

Semester 1

PNC 107 Pathophysiology

PNC 108 Introduction to Pharmacology

PNC 109 Nutrition

NC 202 The Nursing Process

NC 203 Health Assessment

Semester 2

PNC 112 Epidemiology

NC 204 Caring for the Child-Bearing Family

NC 205 Adult Health Nursing I – 20 – 64 years

NC 206 Community Nursing

IR 303 Foreign Language

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	PATHOPHYSIOLOGY
COURSE CODE:	PNC 107
LEVEL	Second Year
SEMESTER	One
COURSE DURATION:	60 hours
CREDITS:	3
PRE-REQUISITES:	Anatomy Physiology

COURSE DESCRIPTION / RATIONALE

The course is a study of the structural and physiological changes occurring in the body as a result of disease processes. The learners are exposed to the concepts of abnormality and a thorough understanding of the sequel of diseases, alterations in body structure, alterations in body function and the resulting clinical manifestations. The knowledge from this course, when integrated with others, will enable the learners to select the appropriate interventions to respond to patients needs.

LEARNING OUTCOMES

At the end of this course the nurse will be able to;

1. Integrate pathophysiological science to the clinical care of individuals along the health-illness continuum.
2. Recognize deviations in the health status of individuals along the life cycle.
3. Apply contemporary trends in nursing practices to the management of patients and clients with patho-physiological deviations.
4. Practice professional nursing roles of advocate, provider, teacher, in the application of pathophysiological principles to nursing care.
5. Facilitate health care delivery to clients of diverse cultures utilizing effective communication, problem solving, and collaboration through application of physiological concepts.

CONTENT OUTLINE

Introduction to Pathophysiology

- Key Terms and Concepts
- Direct causes of Disease
- Indirect Causes of Disease

Pathophysiology Caused by Cellular Deviation

- Mutation,
- Normal Differentaiton
- Herediatory Mechanism
- Genetic Loci

Genetic Expression.

- Sickle Cell Anaemia, Teratognic Mechanism, Chromosomal Agents, Trisomies of the Autosomes, Mangolism, Other Autosomal Defects, Sex Chromosomes.

Neoplastic Disorders

- Pathophysiology of Neoplastic Disease
- Nature of Cell Proliferation
- Types of Neoplasm.

Benign Malignment

- Predisposing factors
- Cellular pathophysiology of malignancy
- Theories of cancinoyenis and common carcinogens
- Structural characteristics of neoplasms
- Cancers.

Pathophysiology of Body Defences and Barriers

Inflammation

Body's responses to Disease Conditions

- Immunologic responses

Immunodeficiency States

Stem Cell Immunodeficiency

Physiology of Treatment

B-Cell Immunodeficiency

T-Cell Immunodeficiency

T & B cell Immunodeficiency

Immune Complex Disease

- Auto immunity, a model of auto-immune disease, systemic lupus erythematosus, association of HL-A-antigens and disease

Infection

- Major infecting organisms of humans, pathophysiology of infection, fever, disease model of acute infection, otitis media, physiology of treatment.

Allergies

- Mechanisms of IgE – produced allergy, theories of atopy, atopic dermatitis, asthma, anaphylaxis, physiology of treatment.

Pathophysiologies of Physical and Chemical Equilibrium:

Disorders of Coagulation

- Normal coagulation, arterial and venous thrombi, disseminated intravascular coagulation, effects of increased viscosity on coagulation.

Disorders of Platelets

- Properties of platelets
- Platelets aggregation
- Disease models of platelet dysfunction
- Adopathic thrombocytopenia purpura
- Other platelet disorders
- Disease model of coagulation deficiency
- Haemophilia

Fluid and Electrolyte

- Osmosis, acidosis, alkalosis, causes of Fluid Deficit

Excess Loss

Insufficient Intake

Deficiency in Electrolytes

Effects of fluid deficit

- Hypovolemic shock

Causes of Fluid Pressure

- Increased venous pressure
- Obstruction of Lymphatic Drainage
- Deficiency of Blood Proteins
- Increased permeability of capillaries
- Renal Failure
- Hormonal
- Water Intoxication
- Excess Electrolytes
- Cardio Pulmonary Congestion

Electrolyte Imbalances

- Sodium depletion - causes and effects
- Sodium excess -- causes and effects

- Potassium depletion – causes and effects
- Potassium excess – causes and effects
- Calcium depletion – causes and effects
- Calcium excess – causes and effects
- Magnesium depletion – causes and effects
- Magnesium excess – causes and effects
- Other

Acid – Based imbalance

- Respiratory alkalosis
- Respiratory acidosis
- Metabolic acidosis

Investigative and Therapeutic Measures

- Blood Studies – gases, electrolytes
- Urine analysis
- Fluid replacement
- Observation

Pathophysiology of impaired Renal Function

Disorders of the Bladder

Disorders of the Urethra

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, group assignments, assigned reading, field trips, clinical observations.

RELATED CLINICALS

Review history taking, physical examination
Physical assessment
Infusion and transfusion.

ASSESSMENT/EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS

Huether, S.E; McCance K.L. (2004) **Understanding Pathophysiological**. (4th ed.) St. Louis; Mosby.

Or

Price, Sylvia A., and Wilson, Lorraine M. 2003. **Pathophysiology: Clinical Concepts of Disease Processes**. 6th ed. USA: Mosby. *Check

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Introduction to Pharmamcology
COURSE CODE:	PNC 108
LEVEL OF COURSE	This course is offered in the second year of the programme and applied throughout all Nursing courses.
SEMESTER	One
DURATION:	60 hours
CREDITS:	3
PRE-REQUISITE:	Successful completion of all first year courses

COURSE DESCRIPTION

This course is designed to provide learners with an understanding of the principles of pharmacology including pharmacokinetics and pharmco-dynamics and their relation to medicine and nursing. The course also aids in the understanding of the actions of various drugs and the relationship of their mechanisms and actions to their therapeutic uses and possible side effects. It prepares the learner to perform the role and responsibilities in applying pharmacology to nursing care.

LEARNING OUTCOMES

At the end of this course the learners will be able to;

- 1 Integrate pharmacology content into other health related knowledge to understand management of disease conditions.
- 2 Demonstrate knowledge of the uses, actions, side-effects and contra-indications of drugs.
- 3 Implement preventive and therapeutic interventions related to the safe and appropriate use of medications
- 4 Utilize established protocols and practices to the administration of drugs to patients and clients.
- 5 Assume accountability for the safety of drugs and other pharmacological preparations

CONTENT OUTLINE

Introduction to Pharmacology

- History of Pharmacology
- Terms related to Pharmacology
- Historical Background
- Scope of Pharmacology

General Drug Information

- Drug Sources Plant and Animal Kingdoms, Synthetics Drug
- Pharmaceutical Preparations for:
 - Internal Use, External Use

Laws for the Control Drug

Official drug information sources

Systems of Measurement

Drug Calculations

Routes of Administration

Drugs Actions on

- Parasympathetic nervous system
- Sympathetic nervous system
- Direct acting cholinergic agonists

E.g. Acetylcholine, Bethanechol, Pilocarpine

Indirect acting cholinergic agonists

E.g. Reversible antiAcetylcholinesterase, Physostigmine,

Neostigmine, Isoflurophate

Cholinergic antagonists

E.g. muscarinic antagonists, ganglionic blockers

Adrenergic transmission

Adrenergic agonists

E.g. direct-acting, indirect-acting, mixed-action

Adrenergic antagonists

E.g. α -adrenergic antagonist, β -adrenergic antagonist

Allergic asthma and indicators for drug use

Drugs used in asthma

E.g. *Salbutamol, Salmeterol, Beclomethasone, Antileukotrienes, Cromolyn*

Theophylline

Drugs used for combination therapy

Drugs used in allergic rhinitis

E.g. *Antihistamines, α -Adrenergic agonists, Corticosteroids*

Purkinje fiber and drugs

Drugs used to treat arrhythmias

Classes I-IV

Classes of hypolipidemic drugs

HMG-CoA Reductase inhibitors, bile acid binding resins, Fibrates, Niacin

Classes of antihypertensive drugs
 E.g. *Diuretics, β_1 antagonists, ACE inhibitors*

Classes of antianginal drugs
 E.g. *Organic nitrates, β -blockers, calcium channel blockers*

Anticoagulants

Function of fibrinolytic drugs

Classes of drugs used to treat thrombosis
 E.g. *Parenteral and oral anticoagulants, thrombolytic/fibrinolytic drugs, anti-platelet drugs*

Drug interactions with *warfarin*

Drugs used to treat blood disorders

Classes of drugs used to treat Congestive Heart Failure (CHF)
 E.g. *ACE inhibitors, Angiotensin-receptor blockers, β -blockers, diuretics, direct vasodilators, inotropic drugs*

Classes of drugs used in peptic ulcer and gastro-esophageal reflux disease (GERD)
 E.g. *Antimicrobial agents, H_2 -receptor antagonists, Proton Pump Inhibitors, Prostaglandins, Antimuscarinic agents, Antacids, Mucosal Protective agents*

Chemotherapy-induced emesis

Classes of antiemetic drugs
 E.g. *5-HT₃ serotonin-receptor blockers, substituted benzamides, Cannabinoids*

Classes of antidiarrhoeals
 E.g. *Antimotility agents, adsorbents and agents that modify fluid, electrolyte transport*

Classes of laxatives
 E.g. *Irritants and stimulants, bulking agents, stool softeners*

Drug use indicators in diabetes

Insulin
 Short-acting, intermediate-acting, long-acting insulin preparations

Oral Hypoglycemic drugs
 E.g. *Insulin releasers, anti-hyperglycemics, insulin sensitizers, α -glucosidase inhibitors*

Drugs used in the treatment of hypothyroidism and hyperthyroidism and thyroid storm

The kidney and nephron as drug pathways

Classes of diuretic drugs
 E.g. *Carbonic anhydrase inhibitor, loop diuretic, thiazide diuretics, potassium sparing, osmotic diuretics*

Drugs used in the treatment of complicated and non-complicated urinary tract infections

Estrogens and Progestins

Oral and Implantable Contraception

Androgens

- Drugs used to treat breast and prostate cancer
- Drugs used to treat erectile dysfunction
- Drugs used to treat osteoporosis
- Drugs used to treat sexually transmitted diseases
- Adrenal gland and the action of drugs
- Corticosteroid regulation
- Adrenocorticosteroids
 - E.g. *Beclomethasone, Cortisone, Hydrocortisone, Prednisolone, Prednisone*
- Inhibitors of adrenocorticoid biosynthesis
 - E.g. *Ketoconazole, Spironolactone*
- Drugs used to treat anxiety
 - E.g. *Benzodiazepines, other Anxiolytic drugs, Benzodiazepine antagonists, Barbiturates, Nonbarbiturate sedatives*
- Drugs used to treat depression
 - E.g. *Selective Serotonin Re-Uptake Inhibitors, Serotonin/Norepinephrine Re-Uptake Inhibitors, Atypical Antidepressants, Tricyclic Antidepressants and Monoamine Oxidase Inhibitors*
- Drugs used to treat mania
- Drugs used to treat schizophrenia
 - E.g. *Typical (low potency) Neuroleptic, Typical (high potency) Neuroleptic and Atypical Neuroleptic*
- Antibacterial Agents
 - Selective toxicity
 - Broad spectrum antibiotics
 - Narrow spectrum antibiotics
 - aerobic and anaerobic agents
- Classes of antibacterial drugs
 - E.g. *Cell Wall Inhibitors, Protein Synthesis Inhibitors*
- Antihelminthic Agents

Related Clinicals / Labs

Traditional Medicines

Sources, Types of Agents, Indigenous remedies, Dosage, Storage, Advantages, Disadvantages

Toxicology

Definitions Hypersensitivity and idiosyncrasy, Poisoning by drugs and chemicals
 Drugs used in poison emergencies, Nurse's role in poisoning and allergic reactions

Related clinical and laboratory skills

Administering oral medications
 Giving parenteral medications

TEACHING METHODOLOGIES

This course will be taught using lectures, discussion, tutorials, demonstrations, return demonstrations, group work, individual and group presentations.

Clinical supervision and teaching will form part of the methodology.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS:

Trounce, J. (Latest edition). **Basic And Clinical Pharmacology For Nurses**. Churchill Livingstone *check for latest edition

or

Collins Abrams, A. et al. (2007). Clinical Drug Therapy: Rationales for Nursing Practice. **Lippincott, Williams and Wilkins.**

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Nutrition
COURSE CODE:	PNC 109
COURSE CREDIT:	3
COURSE DURATION:	45 hours
PRE-REQUISITE:	Biochemistry

COURSE DESCRIPTION

This course introduces learners to the principles of human nutrition and current dietary trends. It allows them to explore the importance of certain food practices in the lives of Caribbean people, and to examine policies, programmes and interventions taken to address food related illnesses. It delineate the roles of the learners in the maintenance of good health and the management of food related disorders.

LEARNING OUTCOMES

1. Apply knowledge of the process and principles of human nutrition to the promotion of the health of individuals across the life span.
2. Demonstrate understanding of the psychological, social, cultural, familial, economic and environmental factors that influence dietary intake and physical health.
3. Apply the nursing process to the provision of care for persons with nutritional disorders.
4. Demonstrate understanding of the major nutrition-related disorders at each stage of the life cycle
5. Support nutrition interventions, policies and programmes affecting health care
6. Utilize the principles of teaching/learning when assisting clients and families with matters relating to nutrition
7. Apply the regulatory laws to the consumption and distribution of food.

CONTENT OUTLINE

Basic Nutrition

- Basic concepts of nutrition, food, Balanced Diet, food groups under nutrition, Over nutrition, Calorie

Nutrients in humans

- Definition, Types, Functions, Food sources, Metabolism, Caloric value, Deficiency

Nutrients

- Carbohydrates, Proteins, Lipids, Vitamins, Minerals, Water, Dietary Fibre

Factors influencing Food Intake

- Cultural, economic, social, food availability, advertisement, food fads, political issues, food embargo, war, disease processes, family practices, religious beliefs

Nutrition for the Lifecycle

- Nutritional requirements, nutrition assessment indicators, growth standards, eating behaviours.
- Special considerations of the pregnant and lactating woman, the newborn, infants and children, adolescents, adults, the elderly

Nutrition in Disease

- The role of nutrition in aetiology and management of food allergy and intolerance,

Diseases of the stomach, intestines and gallbladder.

Cardiovascular diseases

Diabetes mellitus and metabolic syndrome

Obesity and hypertension

Cancers

Diseases of the kidney and urinary tract

Bone disease,

Diseases of the immune system

Eating disorders

Meal Planning and Foods

- Basic principles of meal planning, food classification eg. six food groups and substitutes, the multimix principle, serving sizes/portions, purchasing of food, storage of food, preparation of Food, serving of food

National food safety laws and regulations

Certification of food handlers

Food handlers program

Related Clinicals/laboratory

Meal planning – food value assessments

Dietary modification
Serving of meals
Feeding of patients and clients
Dietary counselling and teaching

TEACHING METHODOLOGIES

This course will be taught through lectures, discussions, group discussions, group assignments, visits to supermarkets, market places and other food establishments. Food demonstrations and return demonstrations will be conducted. The learners will also visit homes and be assigned to related institutions.

ASSESSMENT:

The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS:

Garrow, J.S., James, WPT and Ralph, A. **Human Nutrition and Dietetics**. 10th Edition
U.S.A: Churchill Livingstone.

Krause, M.V. and Mahan, L.K., 2007. **Food, Nutrition and Diet Therapy**. 11th ed.
U.S.A: W.B. Saunders e-campus.com

Caribbean Food and Nutrition Institute Publications. Jamaica: PAHO / WHO.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Health Promotion and Maintenance of Wellness
COURSE CODE:	PNC 110
COURSE DURATION:	75 hours (30 theory + 45 practical)
CREDITS:	3 (2 Theory, 1 Practical)

COURSE DESCRIPTION

This course provides learners with knowledge of health promotion and related strategies as an integral component of health care delivery. It examines the impact of physical, psychosocial, environmental, and life style factors that influence health and accepts the Primary Health Care approach as that utilized in providing care to individuals, families and communities. Learners will also acquire basic skills to assist them in health promotion.

LEARNING OUTCOMES

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

1. Utilize positive psychosocial interactions in diverse settings/environments, in order to promote and maintain healthy lifestyles across the lifespan.
2. Utilize principles of primary health care to provide care for individuals, families and communities.
3. Function as a member of the health team in the delivery of primary health care services
4. Conduct health assessment(s) with a view to understanding the factors that influence the health of the individuals, families and communities and their attitudes to health promotion.
5. Teach citizens the necessary information needed to maintain the health of individuals, families and communities.
6. Implement health promotion programmes for the benefit of families and communities.
7. Evaluate strategies for their effectiveness with respect to the promotion of and the maintenance of health.

CONTENT OUTLINE

Definitions and Concepts

- Health – personal, family, school, community, dental, oral, mental,
- Wellness - Illness, Health-Illness Continuum
- Health Care, Health Promotion, Health Maintenance, Health Models
- Health as autonomy, Lay perspectives of health, Cultural views of health

Determinants of Health

- Heredity, Income, Family size, Social status, Education

Levels of Prevention

- Primary, Secondary, Tertiary

Levels of Health Care

- Primary, Secondary, Tertiary

Primary Health Care

- Historical Perspective, Components, Levels of Care, Strategies

Roles and Responsibilities of the Health Team

- Registered Nurse, Nursing Assistant, Medical Officer, Nutritionist, Dentist, Psychiatrist, Social worker, Others.

Factors Affecting Health

- Physical Factors - Age, Gender, Nutrition, Elimination, Safety & Security, Exercise, rest, activity and comfort, stress
- Psychosocial Factors
Mental Health / Affective and behavioural expressions of health, Serenity
Harmony, Vitality, Sensitivity, Spirituality
- Environmental Factors
Recreational Facilities, Pollution, Refuse, Housing, Vectors, rodents and
Common Pests, Water, Public Amenities

Deviations from healthy bio-psycho-social patterns.

- Violence – Gender, domestic
- Accidents – Road Traffic Accidents, Accidents in the home, etc
- Abuse – Physical, psychological, sexual
- Unhealthy attitudes and actions
- Substance abuse, Stress
- Mismanagement of personal finances

Models of health care

- Nola Pender Model
- High Wellness Model

Structure of the Health Care Services, Local, Regional, International
Resources, Human, Physical, Financial

Institutions- Government and Non Governmental

Theories of learning.

- Principles and techniques
- Preparation of educational/promotional materials
- Teaching strategies
- Programme planning

Related Clinical Skills/ Laboratory

Conduct assessment and evaluation of Health Care services.

Conduct assessment of knowledge deficits of individuals, families, communities.

Conduct teaching sessions.

Prepare basic programme plan for Health Promotion

Preparation of teaching material.

TEACHING METHODOLOGIES

This course will be taught through lectures discussion, audiovisual presentations (use of transparency acetates / PowerPoint) on- line research, individual study guide activities, small group/individual presentation, observation and on-the-job practice in community - homes and other community areas; assignment to polyclinics; field trips for observation at sports/ health facilities, factories, industrial plants etc.

ASSESSMENT

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS

Pan American Health Organization, World Health Organization Latest Edition. **Health Conditions in the Caribbean.** U.S.A.: Pan American Health Organization, World Health Organization.

O'Donnel, Michael P and Harris, Jeffery S. 2001 **Health Promotion in the Workplace,** 3rd edition, Delmar Publishers.

Caribbean Cooperation in Health Latest Edition. **A New Version for Caribbean Health.** Barbados: Caribbean Cooperation in Health

PROGRAMME:

B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Biochemistry**COURSE CODE:** PNC 111**DURATION:** 45 hours**CREDITS:** 3**PRE-REQUISITES:** Programme entry requirements**COURSE DESCRIPTION / RATIONALE**

This course is designed to provide a comprehensive introduction to the biochemistry of the human body, in recognition that physiological functions are the consequence of regulated chemical reactions occurring at the cellular level. In this course the learners will relate the knowledge and understanding of biochemistry to illness and wellness as part of their ability to provide nursing care.

LEARNING OUTCOMES

At the end of this course the learners will be able to;

1. Demonstrate a professional attitude and understanding of the biochemical and genetic bases of disease origins, diagnoses and treatments.
2. Interpret clinical findings cognizant with biochemical responses of patients and clients requiring care.
3. Utilize knowledge of biochemistry appropriate to the clinical and functional aspects of nursing care delivery.

CONTENT OUTLINE

Review atoms and molecules

Difference between (a) acids and bases

Organic & inorganic chemistry

Principal chemical elements of the human body by name and symbols

General principles related to buffers

The significance of buffers in maintaining normal pH range

Differentiate between phosphate and bicarbonate buffers

Organs involved in the buffer system

Distribution of water in the body.

Fluid Balance mechanism.

Functions of water.

Definitions: homeostasis, metabolism, electrolytes and ions

Intracellular and extracellular electrolytes in the body.

Role of electrolytes in homeostasis

Metabolic functions of electrolytes in homeostasis

Definition of protein

Types, properties and functions of proteins

Metabolic role of protein in the synthesis

- Nitrogen metabolism- sources, uses, storage, transportation and excretion; amino acid metabolism - endogenous and exogenous sources, synthesis, degradation and uses; porphyrins – synthesis, degradation and clinical implications of biosynthetic and degradation dysfunctions; Types, properties and functions of carbohydrates
The metabolic role of carbohydrate in glucose regulation, Biopolymers of carbohydrate and the Krebs cycle, Biosynthesis of carbohydrates – pentose phosphate pathway; gluconeogenesis - mitochondrial and cytoplasmic regulation, glycogen metabolism - degradation and biosynthesis

Types, properties and functions of lipids

lipid metabolism- synthesis, degradation, storage, mobilization; \.

Definition, properties and classification of enzymes

Integration of enzymes into metabolic pathways

The importance of enzymes in biochemical transformations of cellular substances

Definition of vitamin and co enzymes

General principles related to vitamins.

Types of vitamins

Water- soluble and fat soluble vitamins

The incorporation of vitamins in the synthesis of coenzymes

Definition of hormone

Types, properties and functions of hormones in the body

differences in modes of action of lipophilic and hydrophilic hormones.

Hormones in the control of metabolism.

Definition of the following terms

Nucleic Acid, Nucleotides, Ribose/Deoxyribose, Deoxyribonucleic Acid (DNA), Ribonucleic Acid (RNA), Purines

Differentiation of DNA and RNA

The Catabolism of purines

Definition of immunoglobulin and immunity

General principles related to immunoglobins

The structure and function of immunoglobulins

Types of immunoglobulins

Synthesis of immunoglobulins

The concept of immunity

Related clinical and laboratory skills

Rationalize intake and output

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, visits to laboratories and interpretation of lab chemistry results. Learners will be assigned to clinical areas for practice of related skills.

ASSESSMENT

The learner is expected to have a 95% attendance in all classroom and laboratory assignments.

The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS

Kumar, Ashok, (2007). **Textbook of Biochemistry for Nurses**. I.K. International Publishing House.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Epidemiology
COURSE CODE:	PNC 112
LEVEL:	This is a second year course
SEMESTER	This course is offered in semester one and applied as applicable
COURSE DURATION:	45 hours
CREDITS:	3
PREREQUISITE:	Year one courses.

COURSE DESCRIPTION

This course introduces the student to the study of epidemiology. The learners will explore the modes of disease transmission characteristics of communicable diseases and methods of prevention. Students will be guided in the identification of sources of data, the use of appropriate measures of calculations, the analysis and interpretation of data and the application of findings to infection prevention and control. This learner will be able to utilize the epidemiological approach within the context of delivering public health care and adhere to Local Regional and International Public Health rules and regulations.

LEARNING OUTCOMES

At the end of the course the learner will be able to;

1. Demonstrate knowledge of the principles and practices of epidemiology.
2. Apply critical thinking skills to the study of disease causation at the local and regional level.
3. Incorporate evidence based findings in surveillance and case investigations of disease outbreaks.
4. Apply Public Health Legislation to the practice of nursing.
5. Comply with Local, Regional and International Standards in the delivery of community nursing care.
6. Respond appropriately to situations requiring crisis intervention.

CONTENT OUTLINE

Concepts in Epidemiology

- Epidemiological Approaches
- Analytic epidemiology, Experimental epidemiology, Clinical or community trials,
- Evaluation epidemiology, Carrier, Endemic, Epidemic, Pandemic, Immunity, Immune response, Herd immunity, Immunoglobulin, Host response, Hypersensitivity, Infection, Infectivity, Pathogenicity, Virulence, Immunogenicity, Sporadic

Measuring the effectiveness of different health services

- Key components of epidemiology data
- Sources of epidemiology data

Measurements and their calculations

- Ratios, Proportions, Incidence rates, Prevalence rates, Demographic rates
- Relationship between predictive value and disease prevalence

Screening

- Definition, Screening tests, Validity and reliability of screening tests, Screening programmes

Surveillance

- Definition, Methods, Approaches

Presentation of Data

- Graphs, Histograms, Population pyramids, Bar charts, Pie charts, Scatter diagrams, Maps

Dynamics of disease transmission

- Classification of the mechanisms of disease transmission
- Contact transmission, direct transmission, Indirect transmission, Droplet transmission, Airborne transmission, Common vehicle transmission, Vector borne transmission

Nosocomial infection

- Definition, Modes of transmission, Preventive measures

Risk factors for the occurrence of communicable diseases among population groups

- Age
- Presence of underlying disease/infection
- Natural/Passive immunity
- Trauma/Invasive procedures
- Medications
- Lifestyle
- Cultural
- Socio-economic
- Environmental
- Organization of health services

General measures of prevention of communicable diseases

- Environmental conditions, Food and milk hygiene, Sanitation, Adequate housing
- Water supply, Pest control

Specific measures to prevent specific diseases

- Health education, Immunization, HIV/AIDS and other STIs programmes, Quarantine
- Environmental control programmes, Infection prevention and control

International and national laws and regulations for prevention of communicable diseases

- International laws and regulations, International quarantinable diseases
- WHO international vaccination requirements, National laws

Investigation of epidemics

- Team approach, Procedures, Laboratory diagnosis, Collection, storage and transportation of specimens, Analysis of data, Documentation, Reporting

Relevant sources of data on the occurrence of communicable diseases

- Ministry of Health surveillance reports, CAREC reports, PAHO/WHO surveillance reports, CDC surveillance reports, Epidemic investigation reports, WHO surveillance reports, Survey reports
- Use of data in programme planning for disease prevention and control

Related Clinical Skills

- Surveillance
- Case finding, Investigation
- Contact Tracing
- Preparation of Epidemiological reports
- Data analysis, presentation and interpretation
- Immunization
- Health Teaching
- Health Counselling

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, group discussions, case studies and presentations, case investigations. Learners will be assigned to clinical areas for practice and assessment.

ASSESSMENT/EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOK

Caribbean Epidemiology Center. Pan American Health Organisation, World Health Organization **Public Health Surveillance – A Caribbean Communicable Disease Surveillance Manual for Action**. Trinidad: Caribbean Epidemiology Center.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Nursing Professionalism
COURSE CODE	NC 201
CREDITS:	3
DURATION:	45 hours
PREREQUISITE:	Programme entry requirements

COURSE DESCRIPTION:

This course explores the historical, philosophical, scientific, ethical and legal bases for nursing practice. The content of this course provides the learner with the foundation for assimilating successive nursing courses and strengthened the bonds between learners.

LEARNING OUTCOMES.

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

1. Demonstrate understanding of the historical evolution and tenets of the nursing profession.
2. Demonstrate critical inquiry processes in relation to new knowledge and technologies that promote, enhance, support or change nursing practice.
3. Apply theories of nursing to the clinical and functional management of patient care and patient care units.
4. Practice safe, competent and ethical care based on international council of nurses standards of care.
5. Demonstrate knowledge of the legal parameters guiding the delivery of patient care.

CONTENT OUTLINE

Historical

- Local, regional and international
- Earliest nursing
- Middle Ages
- Industrialization,
- Globalization
- Icons in nursing – local, regional and international

- Nursing Education Programmes

Philosophical

- Tenets of a philosophy
- Philosophical perspectives
- Nursing philosophies – education, practice
- Values in nursing
- Charters impacting nursing

Scientific

- Theories of Nursing
- Watson
- Peplau
- Roy's Adaptation
- Orem's
- Henderson
- Newman

Ethical

- Professional codes of conduct
- ICN code of ethics
- RNB code of ethics
- Ethical issues and dilemmas
- Ethical principles
- Professionalism and professionals behaviour

Legal and Regulation

- Nurses Legislation
- Role and functions of the General Nursing Council
- Legal consideration of Nursing
- Legislation impacting nursing practice

Professional Bodies

- Role of the Nurses Organizations - local, regional, international
- National Nurses Associations, Caribbean Nurses Organization (CNO)
- Regional Nursing Body (RNB), General Nursing Council (GNC)
- Commonwealth Nurses Federation (CNF), International Council of Nurses (ICN)
- Relationships with each other and with non-nursing bodies

Related Clinicals / Labs - None

TEACHING METHODOLOGIES

This course will be taught through lectures, discussions, student presentations, debates, and role-play and simulation exercises. Learners will be expected to conduct literature search, interviews, and to submit individual assignments.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

DeLaune, Sue C., and Ladner, Patricia K. 2006. **Fundamentals of Nursing: Standards and Practice**. 3rd Edition. Clifton Park, New York: Thomson Delmar Learning.

or

Potter, P.A. Perry, A.G. (2009) **Fundamentals of Nursing: Concepts, Process and Practice**. 7th edition Boston: Mosby Year Book Inc.

Walters, E. (1995) **Nursing: A History from the Late 20th Century**: Barbados

Hewitt, H. (2002) **Trailblazers in Nursing Education: A Caribbean Perspective**. University of the West Indies

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	The Nursing Process
COURSE CODE:	NC 202
COURSE HOURS:	60
CREDITS:	4 (Theory 4)
PRE-REQUISITE:	Nursing Professionalism
CO-REQUISITE	Health Assessment

COURSE DESCRIPTION / RATIONALE

This course introduces the learners to the Nursing Process as the standard framework for clinical nursing practice. Learners are given the opportunity for cognitive exploration and clinical application of the phases of the nursing process. The learner will then integrate these skills in the care of patients and clients in all setting.

LEARNING OUTCOME

At the end of this course the learner will be able to:

1. Utilize the Nursing Process to deliver safe and effective care to individuals, families and communities by the:
 - Conduction of detailed assessment on patients and clients.
 - Analysis of available data for the purpose of problem identification.
 - Determination of priorities of patients and clients.
 - Formulation of actual and potential Nursing Diagnoses.
 - Selection of appropriate nursing interventions.
 - Evaluation of care using established outcome criteria.
 - Documentation of all aspects of the Nursing Process
2. Utilize critical enquiry skills, and evidenced based knowledge to deliver efficient and effective care to individuals, families and communities.
3. Explore alternatives, approaches and priorities of care with clients and families.
4. Collaborate with other health team members to provide holistic care to clients and families along the health- illness continuum.
5. Integrate Nursing Process to provide care for all clients and patients, respectful of the diverse nature of health status, diagnosis, beliefs experiences or practices

CONTENT OUTLINE

Problem solving approach, critical inquiry processes.

Phases of the Nursing Process

Purposes, Benefits

Assessment

- Initial assessment, Ongoing assessment, Sources of data
Health History, Health Assessment, Interviewing techniques, literature search, Health record(s), use, and retrieval.
- Objective and subjective data
- Methods of data collection
- Data analysis and interpretation
- Formulation of Nursing diagnoses
Problem, Aetiology, Manifestations

Planning

- Objectives of Priority setting, Selection of Nursing Intervention
Outcome criteria, Formulation of a Nursing Care Plan

Implementation

- Informed Consent, Privacy, Patient Rights and Responsibilities, Family Involvement
- Monitoring of care delivery, Documentation of care

Evaluation

- Analysis of recorded data, Assessment of outcomes achieved, Evaluation report, Closing a nursing care plan, Review and revision process phases, Post Conferences

Factors impacting Nursing Process

- Involvement of family and health team members, Resources, Information Technology, Commitment support of staff, applications of process to other courses.

Related clinical Skills/ Laboratory

History Taking
Interviewing –
Admission of Patients
Critical Analysis of Findings
Formulating Nursing Diagnoses
Formulating Nursing Care Plans
Updating Care Plans
Writing Progress Notes
Holding of Pre, Post and Ward Conferences
Evaluation of Care Plans
Physical Assessment- General and Specific.
Documentation

TEACHING METHODOLOGIES

This course will be taught using lecture, discussions, group discussions, simulation exercises, clinical assignments, clinical attachments to patient / client care units, individual Case assignments and clinical conferences

ASSESSMENT

The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

Alfaro-LeFever, Rosalinda. 2006. **Applying Nursing Process: A Tool for Critical Thinking**. 6th ed. Lippincott-Raven.

Potter, P.A. Perry, A.G. (2009) **Fundamentals of Nursing: Concepts, Process and Practice**. 7th edition Boston: Mosby Year Book Inc.

REGIONAL PROFESSIONAL NURSING CURRICULUM

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Health Assessment
COURSE CODE	NC 203
LEVEL OF COURSE	This course is offered in the second year of the programme
SEMESTER	This course is offered in the first semester
CREDITS:	6 (3 Theory, 3 Practical)
COURSE DURATION:	90 hrs (45 Theory, 45 Practical)
PRE-REQUISITE:	Nursing Professionalism, Pathophysiology
CO-REQUISITE	The Nursing Process

COURSE DESCRIPTION / RATIONALE

This course is designed to equip learners to perform detailed health assessments as a function of delivering effective patient care. It will enable the learners to differentiate between normal and abnormal findings in each body system, and will hone their investigative skills, thus allowing them to make informed decisions in patient care

LEARNING OUTCOMES

At the end of this course the learners will be able to;

1. Use appropriate assessment tools and techniques as the basis in consultation with client and health team members.
2. Prepare patients and clients for diagnostic procedures and treatments.
3. Interpret diagnostic and assessment findings to inform conclusions on patient health status and need for nursing care.
4. Apply assessment skills to the assimilation and internalization of all health promotion and caring interventions for the benefit of client and patient outcomes.
5. Conduct clinical research to advance evidenced based practice in nursing..

Attachment ...

CONTENT OUTLINE

Health assessment

- Purpose, Data, Subjective, Objective, Documentation of findings, Investigative procedures as a component of health assessment.

The nurse's role in investigative procedures

Assessment of client's ability to participate in Assessment procedures.

- Physical condition, Sensory limitations, Psychological status, Functional ability

Preparation of client

Data collection

Collection and transportation of specimens

Techniques of Assessment

- Inspection, Palpation, Percussion, Auscultation
- Consultation with other members of the health team

Assessment of Vital Signs – Life Cycle

- Blood Pressure, Temperature, Pulse, Respiration, Factors influencing deviations, Nurses actions

Diagnostic Investigation Tests

- Laboratory
- Haematology, Microbiology, Biochemisry, Cytology, Sociology, Blond Banking, Histology, Forensic science

Radiography

- Floroscopy, mammography, X-ray, CT scans, MRI, ultra sound scans
- Electrocardiography, EEG, ECG,

Assessment of Body Systems, Normal and deviations

- Integumentary, muscular, skeletal, respiratory, digestive, cardiovascular, nervous, endocrine, lymphatic, immune, urinary, reproductive

Related Clinical Skills/Laboratory

Review History taking

Collection of specimens

Admitting client to unit

Take and record vital signs

Preparation of clients for investigative procedures

Assist with investigative procedures where appropriate

Measurement and recording of all intake and output

Complete health assessments of individuals

Interpretation of laboratory results

Reporting of Laboratory results

Documentation

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, group discussions, demonstrations, return demonstrations and experiential learning in classroom and laboratory. They will be assigned to clinical areas to develop necessary skills using clients and patients at different points along the life cycle.

ASSESSMENT/ EVALUATION

The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.

The learner is expected to conduct physical assessments on two (2) persons – adult and child. Weight 20%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 60% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOK

Bates, Barbara. **Guide to Physical Examination and History Taking**. 10th ed. *check

or

Jarvis, C. 2007. **Physical Examination and Health Assessment**. 5th ed. Philadelphia: W.B. Saunders company.

PROGRAMME: B.Sc. NURSING (B.Sc.N)
COURSE TITLE: CARING FOR THE CHILD-BEARING FAMILY
COURSE CODE: NC 204
COURSE CREDIS: 4 (3 theory, 1 Practical / Clinical)
COURSE DURATION: 90 Hours (45 theory, 45 practical hours)
PRE-REQUISITES: Year one courses, Health Assessment
Nursing Process, Pathophysiology,
Pharmacology

COURSE DESCRIPTION/ RATIONALE

This course examines the health care experiences of the childbearing family during pregnancy, delivery and post partum. It provides knowledge and understanding of the role of parents and siblings and of the nursing management of the mother and child during the antenatal period, pregnancy, delivery and post-partum. The course prepares the learners to deliver care to the pregnant and lactating woman and her family during the child -bearing period. The learner will be able to function effectively and efficiently at antenatal and postnatal clinics, child health and family planning clinics and on the maternity unit delivering basic nursing care.

LEARNING OUTCOMES

At the end of this course the learners will be able to;

1. Integrate nursing and other scientific knowledge skills and attitudes to provide safe and effective care to the child bearing family.
2. Utilize the nursing process to deliver care during the ante-partum, intra-partum and postpartum periods to the mother and family.
3. Provide nursing care to the Child Bearing Family within the ethical legal framework, and following established protocols and standards.
4. Collaborate with the interdisciplinary team to establish policies and programme to affect child bearing and rearing practices and population growth.

CONTENT OUTLINE

Child bearing Family & Family Life Education

- The Family (childbearing), Family roles/specific to the child bearing family (male, female, siblings)
- The family development tasks,
- Health of the family members (Father, Mother, Siblings)
- Family Assessment

Family Life Education

- Family Life Education and its effect on the Family
- Implications of family life for child bearing and child rearing.

Maternal and Child Health Concepts

- Concepts of the Child Bearing Family
Abortion, Contraceptive, contraception, fertilization, implantation
- Factors influencing contribution to the vulnerability of the / to the health of the child bearing family
- Statistics as it relates to the child bearing Family
- Birth Rate, Live Birth, perinatal mortality, perinatal morbidity, neonatal mortality, infant mortality, stillbirth, maternal mortality, maternal morbidity.
- Criteria for the identification of the high- risk mother.

The Pregnant woman (Antepartum) Normal Pregnancy

- View anatomy and physiology of the male and female reproductive system.
- Fertilization and implementation, Foetal growth and development
- Factors influence foetal growth and development to child.
- Development of the placenta, foetal membranes, umbilical cord and amniotic fluid.
- Functions of the placenta, foetal membranes amniotic fluid the umbilical cord.
- Signs and symptoms of pregnancy
robable, presumptive, positive.
- Physiological / biological and psychosocial change during pregnancy
- Minor disorders of pregnancy, Major disorders of pregnancy, Care of the normal pregnant woman
- Specific observations and investigations of the pregnant woman
- Physical assessment, abdominal palpation, client teaching, nutritional needs of the pregnant woman, history taking, utilization of the nursing process when caring for the pregnant woman
- Protocol for antenatal care.
- Involvement of the family in the antenatal care.

Intrapartum

- Physiology of labour, theories related to the onset of labour, the stages of labour, signs and symptoms of labour

- Care of the woman throughout the different stages of labour, first, second, third, fourth.
- Examination of the placental and membranes.

Postpartum (The postpartum woman)

- Physiology of the post partum period (physiology/biological and psychosocial)
- Care of the woman in the post partum period immediate and subsequent.
- Postpartum Assessment
Complete physical, Breast, abdomen, vagina & perineum, lochea – lochial changes, sitz bath

Minor disorders of the postpartum period.

Lactation Management

- Initiation of breastfeeding, breastfeeding as it relates to the national breastfeeding policy, maintenance of breastfeeding, breastfeeding the normal neonate, breastfeeding in HIV, Nursing process.

The Neonate

- Immediate care of the neonate
- Transition intrauterine to extrauterine
- Maintenance of warmth, establishment of a airway, initiation of breastfeeding within the first twenty-four (24) hours, identification of the neonate, maternal bonding, observation for passage of meconium and urine.
- Subsequent care of the neonate
Physical assessment, bath, cord care, maintenance of breastfeeding, immunization and growth charting

Disorders of the Newborn

Neonatal Jaundice, birth injuries, respiratory distress syndrome, prematurity, post-maturity, congenital disorders, utilization of the nursing process when caring for the neonate, discharge care.

Family Planning

- History of family planning locally, regionally and internationally, benefits of family planning, contraceptive methods, types of contraceptive, affects and side effects advantages and disadvantages, contra medications and complication, religious beliefs about contraceptives.
- Counselling
- Steps in family planning, surgical female sterilization, male sterilization.

Ethnical and Legal Framework for Maternal and Child Health

- Rights and responsibilities to care
- Teenage Pregnancy
- Right to give birth

- Rights to abortion.

Related Clinical Skills / Laboratory

Antenatal Assessment
Monitoring of Woman in labour.
Post natal assessment
Beginning Skills in Managing Child Health Clinics
Antenatal Exercises
Postnatal Exercise
Bathing of the newborn
Examination of the newborn initial
Subsequent examination of newborn
Assisting mother with breastfeeding
Assisting with Sitz bath / episiotomy care
Administration of vaccines

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, demonstrations and return demonstrations, attachments to maternity units and health centers. Clinical teaching, supervision and assessment will also be conducted.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

Pillitteri, A (2007). **Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family**. Philadelphia, PA: Lippincott Williams & Wilkins

or

Lowdermilk, D., Perry, S. and Bobak, I. 2004 **Maternity and Women's Health Care**. 9th ed. St. Louis: Mosby.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	ADULT HEALTH NURSING I - 20-64 years
COURSE CODE:	NC 205
COURSE CREDIT:	5 (4 Theory and 1 Clinical)
COURSE DURATION:	105 hours (60 theory and 45 clinical /laboratory hours)
PRE-REQUISITES:	Completion of Year 1 courses Pathophysiology, Nursing Process and Health Assessment

COURSE DESCRIPTION / RATIONALE

In this course the learner will acquire the requisite knowledge and skills to care for the adult 20 – 64 years along the health illness continuum with the focus on disorders of the respiratory, cardiovascular, lymphatic, gastro intestinal, endocrine and urinary systems. The learner will integrate knowledge and utilize the nursing process to deliver safe efficient and evidenced based nursing care to adults in all variety of settings.

LEARNING OUTCOMES

At the end of this course the learners will be able to;

1. Demonstrate understanding of the common maladaptive states affecting adults along the health-illness continuum.
2. Use appropriate assessment tools and techniques as the basis for delivering nursing care.
3. Explores alternatives, approaches and priorities of care with clients and families.
4. Utilize the Nursing Process to deliver care to all adults along the health illness continuum.
5. Incorporates evidence from research, clinical practices, client preference and other available sources of inform decision-making.
6. Assist and support clients to make informed choices and to practice self-care skills
7. Collaborate with other health team members to manage actual and potential needs of clients and patients.

CONTENT OUTLINE

Disorders of the respiratory System

- Obstructive lung disease, The client with COPD , Emphysema, Asthma, Infectious lung disease, The client with Bronchopneumonia, The client with Pulmonary Tuberculosis Pulmonary Embolism, Fractured Ribs

Disorders of the Cardiovascular Ssystem

- Hypertension and Peripheral Vascular Disease, Heart Failure, Coronary Artery Disease
- Angina Pectoris, Myocardial infarction, Cardiomyopathy, Anaemias, Bacterial Endocarditis, Dengue Fever, Malaria

Disorders of the Gastro-intestinal

- Disorders of the upper gastrointestinal tract, Gastro-Oesophageal Reflux Disease, Oesophageal Varices, Hernia, Peptic Ulcer Disease, Gastritis, Disorders of the lower gastro-intestinal tract, Gastroenteritis, Appendicitis, Peritonitis, Intestinal Obstruction
- Ulcerative Colitis, Leptospirosis, Disorders of the liver, gallbladder, and pancreas:

Liver disorders

Cirrhosis of the Liver, Viral Hepatitis, Biliary disorders, Cholecystitis and Cholelithiasis, Pancreatic disorders, Acute and Chronic Pancreatitis, Diabetes Mellitus

Disorders of the Endocrine System

- Disorders of the pituitary gland, Hypopituitarism, Hyperpituitarism, Disorders of posterior pituitary gland, Diabetic Insipidus, Disorders of the adrenal glands, Hyperaldosteronism, Disorders of the thyroid glands, Hyperthyroidism, Hypothyroidism, Disorders of the parathyroid glands, Hyperparathyroidism, Hypoparathyroidism

Disorders of the urinary System

- Emergency care for Myxoedema, Acute and Chronic Renal Failure, Acute and chronic, lomerulonephritis, Urinary Incontinence, Renal Calculi, Cystitis

Related Clinical Laboratory Skills

Administration of Oxygen therapy
Suction airway
Care the Tracheostomy
Manage underwater seal drainage,
Prepare patient for and management of Thoracentesis
Teach patients deep breathing and coughing exercises
Pre Operative Care
Intravenous Infusion
Administration of blood and blood products

Administration of medications
Insert a nasogastric tube
Administer nasogastric feeds
Administer enemas and rectal suppositories
Care the ostomy
Care wounds
Perform dressing techniques
Remove sutures and drains
Glucose Monitoring
Monitor glucose levels
Bedpans and Urinals
Catheterize the female urinary bladder
Assist with catheterizing the male urinary bladder
Administer a continuous closed bladder irrigation
Perform intermittent closed catheter irrigation

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, group and individual discussions and presentations, individual case studies, clinical attachment to community health centres and adult care units. Clinical teaching, supervision and assessment will also form part of the methodology.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

TEXTBOOKS AND REFERENCES

Lynn, P. (2005) **Taylor's Clinical Nursing Skills: A Nursing Process Approach**, 2nd ed. Lippincott Williams & Wilkins, Philadelphia.

or

Perry, A.G., & Potter, P.A. 2006. **Clinical Nursing Skills & Techniques**. 6th ed. St. Louis: Elsevier Mosby,

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Community Nursing
COURSE CODE:	NC 206
CREDITS:	3 (2 Theory & 1 Practicum)
DURATION	75 Hours
PREREQUISITES:	Health Promotion & Maintenance.

COURSE DESCRIPTION / RATIONALE

This course builds on the foundation of individual health care provided in the Health Promotion and Maintenance and epidemiology courses. It combines the principles and skills of nursing practice with those of Public Health to promote and preserve the health of the entire community. This course prepares the graduate learners to deliver nursing care to individuals and families within the context of their living environment, in homes and communities. The main focus of this care is primary health care, which is health promotion and prevention, but it also includes secondary and minimal tertiary levels of care.

LEARNING OUTCOMES

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

1. Demonstrate awareness of the influence of organizational and societal culture on the health status of families and communities.
2. Practice in ways that reflect the dignity, culture, values, beliefs and rights of individuals and communities.
3. Utilize the principles of Primary Health Care to provide care to individuals, families and communities.
4. Recognize the roles and responsibilities of the other members of the health care team.
5. Assist the client/patient to understand the link between health promotion strategies and health outcomes.
6. Implement health education and health promotion activities, focusing particularly on healthy lifestyles, wellness and the environment.
7. Collaborate with the inter-professional health care team in research, policy setting and other functions supportive of delivery of comprehensive health care.

CONTENT OUTLINE

Concepts of Community Nursing and Public Health Care

Organization of Primary Health Care (PHC)

- Levels of Primary Health Care, Aims/objectives of PHC, Personnel involved in PHC

Roles and responsibilities of the nurse in the community.

Nursing activities in the Community

- Health education, Health promotion, Immunization, School health, Total family care, home visiting, clinical sessions,

Community Assessment

- Community Health Assessment
- Data collection, Data analysis, Community Diagnosis - weaknesses and strengths, opportunities and threats, indicators of a healthy community, psychosocial - self determination, community participation, cultural expression, Economics: viability, access, affordability, health: mortality, morbidity, at risk groups, minority groups - concerns

Health service providers – governmental and NGOs

- Types of health care, Health team, members, roles and functions, National health policies, Human Resources, Legal framework of Public Health, National, regional, international, Intra and inter community linkages, Health promotion awareness – nutrition & lifestyle
- Common non-communicable diseases, Common communicable diseases

Programme Planning, Implementation, Evaluation.

Related Clinical Skills/ Laboratory

- Home Visiting
- Conduct special clinics
- Community Assessment

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, case study reviews, attachments to community health facilities, clinical teaching, supervision and assessment, involvement in School Health and other community health initiatives.

The learner will be expected to complete a community health assessment assignment, and to be involved in teaching and counseling sessions at health centres, schools, churches and other institutions. Conduction of home visits, ambulance duty and involvement in emergency care will also form part of the teaching methodologies

ASSESSMENT/EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit two (2) assignments within stipulated time. Weight 20%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 60% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

Stanhope, Marcia and Lancaster, Jeanette. 2006. **Foundations of Nursing in the Community: Community-Oriented Practice**. 2nd ed. St. Louis: Mosby Elsevier.

or

Maurer, F. A., and Smith, C. M. 2005. **Community/Public Health Nursing Practice: Health for Families and Populations**. 3rd ed. Philadelphia: W.V. Saunders Co.

YEAR 3

Semester 1

[NC 207](#) Nursing Care 1 Month-19 Yrs

[NC 208](#) Adult Health Nursing II

[NC 209](#) Mental Health Nursing

NC 210 Research

Semester 2

[NC 211](#) Nursing Care of the Older Person

[NC 212](#) Specialised Nursing

[NC 213](#) Nursing Management

IR 304 Statistics

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PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	NURSING CARE 1 MONTH - 19 YRS.
COURSE CODE:	NC 207
COURSE CREDIT:	4 (Theory, 1 Practical / Clinical)
COURSE DURATION:	90 hours (45 Theory, 45 Practical hours)
PREREQUISITES:	Completion of Years 1 and 2 Courses

COURSE DESCRIPTION

COURSE DESCRIPTION / RATIONALE

This course is a comprehensive introduction to the field of paediatric nursing and provides the learners with the theory and skills necessary to care for children and adolescents during adaptive and mal-adaptive states. This course is designed to enable learners to apply the nursing process to provide safe, effective nursing care to children, from infancy through adolescence, and within the context of family life, the nurse will be able to utilize critical thinking skills in health promotion, risk reduction, disease prevention and illness and disease management of children and their families.

LEARNING OUTCOMES

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

- 1 Demonstrate knowledge of the conditions (maladaptive states) common to children within the Caribbean.
- 2 Utilize the Nursing Process, health assessment and critical inquiry skills to deliver care to children and adolescents along health illness continuum.
- 3 Assist with the special needs of children in relation to physical, social, mental and emotional development.
- 4 Respect the role of parents and significant others in the care of the children and adolescents.
- 5 Apply evidence related findings, within ethical-legal framework, to the care of children and families in clinical practice.
- 6 Foster collaboration with members of the health care team to maximize the health potential of children and their families.

COURSE CONTENT

Growth and development 1 month - 19 years

- Developmental stages according to major theorist

Normal Development

- Infant, toddler, preschooler, school-age child, adolescent.

Age-appropriate play and play materials

Nursing goals related to growth and development

Factors that influence growth and development

The nursing process and each developmental stage

The child's right to health care

Child health assessment

Family assessment

Communication and teaching with children and families

The nursing process with child health assessment and communication and teaching of children and families

Utilize the nursing process for management of children experiencing pain

Nursing care of the ill child and family

Nursing care of a child undergoing diagnostic techniques and other therapeutic modalities

Nursing care of the child undergoing medication administration and intravenous therapy

Nursing care of children with the following maladaptive disorders.

Physical and/or developmental challenges or disorders

- Cerebral palsy
- Attention deficit syndrome
- Autism
- Learning disabilities

Common cognitive and mental health disorders in children

Families in crisis

Abuse, Violence

The family and coping with a child's long-term or terminal illness

Related Clinical and Laboratory Skills

History taking

Physical Assessments, psychological and Mental assessment screening.

Growth monitoring

Immunizations

Steam Inhalations

Nebulizations

Administration of medications

Application of Splints, Casts and Traction

Diversional and age related play and recreational therapies.

TEACHING METHODOLOGIES

This course will be taught using lectures, discussion, group discussions, developmental projects, case presentations. Clinical attachments will be to areas involved in the care of children and adolescents viz, day care nurseries, pre-schools, schools, health centres and hospitals. Clinical Teaching, Supervision will form part of the methodology

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

Pillitterie, A. 2007. **Maternal & Child Health Nursing: Care of the Childbearing and Childrearing Family**. Philadelphia, PA: Lippincott, Williams & Wilkins

or

Hockenberry, M.J. et al. 2007. **Wong's Nursing Care of Infants and Children** 8th ed. St. Louis: Mosby.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	ADULT HEALTH NURSING II - 20 - 64 years
COURSE CODE:	NC 208
COURSE CREDIT:	5 (4 Theory, 1 Clinical/ Practical)
COURSE DURATION:	105 hours (60 theory, 45 clinical /laboratory)
PRE-REQUISITES:	Adult Nursing I

COURSE DESCRIPTION / RATIONALE

In this course the learner will acquire the requisite knowledge and skills to care for the adult 20 – 64 years along the health illness continuum. This course will focus on the maladaptive disorders of the musculo-skeletal, nervous, reproductive and integumentary systems. HIV and AIDS and other auto-immune conditions will be included in this course. The learner will integrate knowledge and utilize the nursing process to deliver safe efficient and evidenced based nursing care to adults in all variety of settings.

LEARNING OUTCOMES

At the end of this course the learners will be able to;

1. Demonstrate understanding of the common maladaptive states affecting adults along the health-illness continuum.
2. Use appropriate assessment tools and techniques as the basis for delivering nursing care.
3. Explores alternatives, approaches and priorities of care with clients and families.
4. Incorporates evidence from research, clinical practices, client preference and other available sources of inform decision-making.
5. Assist and support clients to make informed choices and to practice self-care skills.
6. Collaborate with other health team members to manage actual and potential needs of clients and patients.

CONTENT OUTLINE

Overview of Disease Process

- Aetiology and risk factors, Pathophysiology, Complications, where applicable, Assessment findings, Clinical manifestations, Diagnostic assessment, Medical and/or surgical, anagement, Nursing management, Nursing diagnosis (actual and potential health problems), Nursing interventions, Discharge planning, referrals and community care, Home care preparation, Client/family education, psychosocial preparation, health resources, evaluation of nursing interventions,

Disorders of the Integumentary System

- Pain - types of pain, pain assessment, assessment tools, pain management, drug therapy, methods of drug delivery, addiction, tolerance, and physical dependence, non-drug interventions, heat and cold, transcutaneous electrical stimulation, acupuncture, percutaneous electrical nerve stimulation, Nursing management of clients with pain, Ethical and legal considerations in pain management, Burns, scabies, dermatitis.

Disorders of the Musculoskeletal System

- Osteomyelitis, carpal tunnel syndrome, factures, amputation, sports related injuries, Knee injuries, dislocations and subluxations, strains and sprains, prolapsed intravertebral disc, rheumatoid arthritis, systemic lupus erythmatosus

Disorders of the Nervous System

- Head Injury, increased intracranial pressure, the care of the unconscious patient, cerebral vascular accident, epilepsy.
- Infections of the Central Nervous System, tetanus, meningitis, multiple Sclerosis, spinal cord
- injury.
- Peripheral nervous system disorders - Guillain-Barré Syndrome, myasthenia gravis, Polyneuritis, Polyneuropathy, Peripheral nerve trauma

Disorders of the Nervous System (Sensory)

- The Eye, Cataracts, Glaucoma, Retinal Detachment, Conjunctivitis, traumatic disorders of the eye.
- The client with penetrating injuries and chemical burns
- The ear - Conditions affecting the external ear, the client with External Otitis, conditions affecting the middle ear, the client with Otitis Media, conditions affecting the inner ear, tinnitus, vertigo dizziness, labyrinthitis

Disorders of the Reproductive System

- The client with Menstrual cycle disorders, pimary dysmenorrhea, Premenstual syndrome, amenorrhea, post-menopausal bleeding, endometriosis,

dysfunctional uterine bleeding, toxic shock syndrome, ovarian cysts, bartholin cysts and cervical polyps, vaginitis
uterine displacement and uterine prolapse, benign prostatic hyperplasia, Prostatitis

Neoplastic Disorders

- Leukaemia, Laryngeal cancer, Lung cancer, Cancer of the colon, Ocular tumours (basal, cell carcinoma: melanoma), Bone tumor, Breast cancer, Cervical cancer, Prostate Cancer

HIV / AIDS and other Auto-Immune Disorders

Epidemiology of HIV and AIDS in the Caribbean

Immuno-pathogenesis and natural history of HIV

Ethical /Legal issues

Cultural implications

Orphans and vulnerable communities in the Caribbean

Primary Prevention

Risk factors/behaviours, Intervention strategies - Abstinence, Be faithful, Condoms, (ABC)

Secondary Prevention

Preventing re-infection and transmission of resistant virus.

Tertiary prevention

HIV Testing and Counselling, Communication skills building, Counselling: HIV counseling for individuals, couples and youth, HIV Testing and Disclosure

Rights of Persons Living with HIV and AIDS (PLWHA)

Experience of PLWHA

Disclosure issues

Impact on access to care

Family and children being stigmatized

Staff attitudes towards patient with HIV/AIDS

Gender issues

Clinical Management

Syndrome approach to diagnoses using Clinical staging, Introduction to Highly Active, antiretroviral therapy (HAART), Caribbean Guidelines for Treatment, Available, medications, dosage, side effects, Adherence, Access and procurement issues, Management of Opportunistic Infections, Complementary and alternative medicine, Co-morbidities, Symptom management.

Hospital Based Care for HIV/AIDS

Diagnosis of HIV related infections, Anti-retroviral Therapy in adults, Infection control, Universal precautions, Post -Exposure Prophylaxis (PEP), Discharge

planning, Palliative Care and Care of the dying (memory books), Role of the family.

Community and Home Based Care for HIV/AIDS

Community support, fear, stigma, Nutrition, Medications storage adherence, Care plans

Supervision and Education of home health workers and family members, Care of caregivers, Role of a Nurse in Continuum of Care

Prevention of Mother to Child Transmission (PMTCT)

Anti-retroviral Therapy (ART) in Pregnancy

Safer Infant Feeding

Primary care in HIV exposed Infant

Monitoring of growth and development, Immunization, Nutrition and micronutrients, Diagnosis of infants and children

- Natural history, classification and treatment of HIV/AIDS in children

Related Clinical and Laboratory Skills

Period of attachment to Medical and Surgical wards and units, District Hospitals, Health centers

Delivery of holistic care to adult patients and clients

Practice of the following procedures

Care the ostomy

Bone Marrow Aspiration

Urethral Catheterization(male and Female)

Care for and removal of indwelling catheters.

Baldder Irrigation

Care for Stoma

Paracentesis Abdominis

Lumber Puncture

Endoscopy

TEACHING METHODOLOGY

This course will be taught using lectures, discussions, group and individual discussions and presentations, individual case studies, clinical attachment to community health centres and adult care units. Clinical teaching, supervision and assessment will also form part of the methodology.

ASSESSMENT / EVALUATION:

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS .

Lynn, P. 2005 **Taylor's Clinical Nursing Skills: A Nursing Process Approach**, 2nd ed. Lippincott Williams & Wilkins, Philadelphia.

or

Perry, A.G., & Potter, P.A. (2006) **Clinical Nursing Skills & Techniques**. 6th ed. Mosby Elsevier: St. Louis.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE	Mental Health Nursing
COURSE CODE	NC 209
DURATION:	90 hours (45 Theory, 45 Clinical/Practical)
CREDIT:	4 (3 Theory, 1 Clinical/Practical)
PRE-REQUISITE:	Year one course, Pathophysiology, Pharmacology, Epidemiology, Health Assessment, Nursing Process.

COURSE DESCRIPTION

This course focuses on the Mental Health status of individuals and the roles of families and communities in the promotion of Mental Health and the support to these requesting same. In this course the learner will apply crucial inquiry skills to the care of individuals suffering from Mental Health problems. They will apply the nursing process, ethical - legal framework and appropriate standards to the care of Mentally Ill persons at the institutional and community setting.

LEARNING OUTCOMES

At the end of this course the students will be able to;

1. Demonstrate knowledge of the common maladaptive responses of individuals to mental health functioning.
2. Integrate knowledge of Social Sciences, Nursing and health care to manage persons with psychiatric disorders.
3. Apply policies, legislation, standards and protocols to the care of persons with mental health disorders.
4. Establish and maintain effective and therapeutic relationships with clients and families with psychiatric maladaptive disorders.
5. Support clients and families in the rehabilitative process.
6. Utilize the Nursing Process to deliver care to patients, clients and families with common mental health disorders
7. Advocate with other health team members for the advancement of mental health on the health agenda.

8. Lobby against stigma and discrimination that exist within the field of mental health.

CONTENT OUTLINE

Concepts of Mental Health

- Mental health, mental illness, psychosis, neurosis, community mental health, mental health, team, mental health nursing

Historical perspectives of mental health

Scope of mental health services

- Facilities, Services and levels of care, Providers of services and care, Community-based mental health services

Laws governing the management of mental health - National, Regional, International.

- Cultural, spiritual, ethical, and legal aspects of mental health
- Nurses legal responsibilities in mental health nursing
- Roles of the nurse in health promotion and maintenance in mental health:

Mental Health Theories

- Psychoanalytic, Psychosocial, Humanistic, Behaviorism, Cognitive

Nursing Theories Applicable to Mental Health

- Support groups, Social support – support systems, Other – Health Education, DSM-IV-TR classification

Application of Nursing Process to Mental Health

- Nursing Diagnoses, NANDA, NIC, NMDS, SNOMED, Mental status examination, Communication techniques and Nurse/Client relationship.

Mental Disorders

- Crisis and crises management - types, stages, stress theory.
- Adaptation theory
- Caring theory
- Cultural case theory

Anxiety Disorders

- Generalized anxiety disorder, panic disorder, phobias, obsessive compulsive disorders, post traumatic stress disorder.

Schizophrenia

Depression

Mania and Bipolar disorder

Schizoaffective disorders

Domestic Abuse

Suicide and intentional injuries.

Personality Disorders

- Psychosomatic illness
- Mental Health disorders, peculiar to ages, autism, separation anxiety, attention deficits, identify crisis, senile dementia, Alzheimer's.

Therapies

- Individual Psychotherapy, Family, Group, Complimentary and somatic, Self care modalities

Community Mental Health

Related Clinicals / Laboratory

- Psychiatric Assessments
- Process recording
- Enrollment in all levels of therapy
- Conduct home visits, outpatient clinic.

TEACHING METHODOLOGIES

This course will be taught using lectures, discussion, case studies, small group discussion, clinical conferences, clinical practice in a psychiatry settings, visits to communities for observation and experience in community-based mental health programmes, patient care experiences in selected hospitals and health centers.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

Stuart, G. and Laraia, M. 2005. **Principles and Practice of Psychiatric Nursing**. 8th ed. St.Louis: Mosby.

or

Varcadis, Elizabeth M. et al. 2006. **Foundations of Psychiatric Mental Health Nursing: a Clinical Approach**. 5th ed. Lt. Louis: Saunders Elsevier.

PROGRAMME:	B.Sc. NURSING (B.SC.N)
COURSE TITLE:	Nursing Research
COURSE CODE	NC 210
COURSE CREDIT	3
COURSE DURATION	45 HOURS
PRE REQUISITS:	Completion of Years 1, 2 and 3

COURSE DESCRIPTION / RATIONALE

The purpose of this course is to prepare a professional nurse who can advance the science of nursing by participating and conducting research studies, and by utilizing research for the advancement of nursing. This course will prepare the learner to identify issues requiring scientific inquiry, apply critical thinking skills and professional visioning to improving the body of knowledge in nursing

LEARNING OUTCOMES

1. Demonstrate application of critical inquiry processes to the understanding of current health issues.
2. Utilize research methodologies to advance practices in nursing
3. Engages in nursing or health related research to improve the scientific bases of practice.
4. Contribute to research and evidenced based practices in Health Care delivery through the process of documentation.
5. Incorporate evidence from research into clinical and functional areas of nursing.

CONTENT OUTLINE

The importance of Research to Nursing/Research Utilization.

Types of Research/Research Designs

- Descriptive Research - Survey, Case Study, Document/record analysis, Follow-up study, Trend study, Major approaches, Quantitative research, Qualitative research, Historical Research, experimental research

The Scientific Method

- The Research Problem
- Sources – Literature, Experience, Nursing Theories
- Criteria for selection of the Research Problem - Significance, Feasibility – time etc., Resources, Availability of the subjects, Cooperation of others, Experience of the researcher, Ethical considerations.

Preparing the study proposal

- The Problem Statement/Operational Definitions
- Background/the literature review (citing sources/bibliography)
- Purpose, Assumptions, Limitations

Methodology and Procedures

- Gaining access, Sampling techniques, Data gathering tools, questionnaires, interviews, Others

Conduction of Study

- Methodology and Procedures, limitations, biases, legal, ethical aspects, data gathering.

Data Analysis – Methods and techniques –

- Classification of data
- Quantitative data
- Qualitative data
- Data Analysis- Tabulation, Coding, Content analysis, Procedure and outcome

Statistical analysis:-

- Definition of statistics
- Purpose of statistics
- Elements of statistical techniques
- Characteristics and limitations of statistical methods
- Application of computer technology to data analysis.

Statistical methods:-

- Central tendency, Mean, Median, Mode, Relative position, Percentile, Range, Variability (or spread), Standard deviation, confidence levels, SEM.

Presentation and Interpretation of data –

- Tables, Figures, histo-graphs, bar graphs, pie charts.
- Narrative commentary
- Summary, conclusions, recommendations

Related Clinicals / Skills

Formulation of hypothesis

Preparation of research proposal

Development of data gathering tools

Selection of a Sample

Data Collection
Data analysis
Production of research document
computer application to research

TEACHING METHODOLOGIES

This course will be taught using lectures, discussion, group discussions, literature search, class presentations, small group projects and observational experiences. The theoretical content will be taught in the first semester, the research study will be completed in the second semester

ASSESSMENT/EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit a simple research assignment within stipulated time. Weight 40%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 40% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

Burns, N. and Grove, S. K. 2007. **Understanding Nursing Research: Building an Evidence-Based Practice**. 4th ed. St. Louis: Saunders.

or

Polit, Denise F. and Beck, Cheryl Tatano. 2004. **Nursing Research: Principles and Methods**. 7th ed. Philadelphia: Lippincott Williams & Wilkins.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Nursing Care of the Older Persons - 65 years and over
COURSE CODE:	NC 211
COURSE CREDIT:	4 (3 Theory, 1 Practical/Clinical)
COURSE DURATION:	90 hours (45 Theory, 45 Practical/Clinical hours)
PREREQUISITES:	Completion of Years 1 and 2

COURSE DESCRIPTION

This course introduces the learner to the study of gerontology. It is designed to focus the learner on the needs of the elderly in states of adaptation and mal-adaptation. In this course the learner will demonstrate secretary to the aged, utilize the nursing process to provide safe and effective care and contribute to the development of gerontology through critical enquiry and evidenced based practice.

LEARNING OUTCOMES

At the end of this course the learner will be able to

1. Demonstrate an awareness of the concepts and theories related to ageing and care of the elderly.
2. Determine the health care needs of elderly clients in a variety of environments and health care delivery systems
3. Utilize the nursing process in the promotion, maintenance, and restoration of wellness and the management of illness in elderly adults within developmental, cultural and environmental contexts.
4. Ensure efficiency and efficacy in the management of health care resources in the provision of quality health care for elderly clients and their families.
5. Utilize theories and concepts of grief, death, dying in the nursing management of elderly clients and families.
6. Practice within the legal and ethical framework while caring for elderly clients in a variety of health care delivery systems.

CONTENT OUTLINE

Definition of concepts of ageing, senescence, ageism

- Major theories related to Ageing
- Biological Theories of Aging - Free-radical Theory, Genetic Theory, Mutation Theory, Cross-Linkage Theory, Autoimmune Theory, Stress Theory, Nutrition Theory, Cell, Replacement Theory, Psychosocial Theories of Aging, Disengagement Theory, Activity Theory, Continuity Theory

Significance of the theories to the care of the elderly

- Ethical, legal and regulatory issues that affect the elderly
- Standards of professional practice associated with the elderly
- The impact of economic, political, social and demographic forces on the delivery of health care and wellness promotion within the elderly population
- Biological Assessment of the Elderly
Oxygen, Nutrition, Elimination, Activity, rest and comfort, Safety and protection, Sensory, stimulation, Sexuality

Psychological Assessment of the Elderly

- Relationships, Loss, Behavioural patterns, State of memory, Orientation, Learning ability,
- Body Image, Self-concept, Role identity

Environmental Assessment of the Elderly

- Type of residence, home institution, health hazards

Life style Assessment of the Elderly

- Elder neglect and abuse
- Economic support, health care costs and ageing
- Living arrangements
- Ageing with a disability
- Ethical and legal issues affecting the older adults
- Potential for loss of rights
- Victimization
- Advanced directive
- Durable power of attorney
- Nurse advocacy
- Leisure time activities
- Occupation
- Religious activities
- Spiritual needs
- Habits – e.g. smoking, drinking, etc.

Application of the nursing process to plan health promotion activities for the elderly:

Planning of Health Teaching and counseling sessions for the elderly, family /significant others

- Care of the elderly
- The constituents and preparation of a balanced diet
- Budgeting
- Care of the skin and feet
- Grooming
- Importance of exercise
- Sexuality for the elderly
- Safety and security in the environment
- Dental care

Home care - Principles applied to the elderly

- Problems in providing nursing care to the institutionalized elderly
- Using the nursing process to effectively plan care for an elderly client

Care of terminally ill elderly clients at home or in an institution

- Palliative care, End of life care, Concepts of death and dying, Self analysis of attitudes to death and dying, Utilization of the nursing process to care for a dying client, Concepts of grief and grieving, Phases of grieving (Kubler-Ross 1969), The factors that affect grief, Personal characteristics, Nature of relationship, Social support systems, Nature of loss, Cultural and spiritual beliefs, Individual and family experiences.

Maladaptive states interfering with Oxygen Exchange and Transport Need

- Pnuemonia, Varicose Veins/ulcers, Pernicious Anaemia, Hypertension, Myocardial Infarction

Maladaptive states interfering with Nutritional Need

- Malnutrition, Carcinoma of the stomach, Diabetes Mellitus

Maladaptive states interfering with Elimination Need

- Carcinoma of the colon, Carcinoma of the bladder, Urinary Incontinence, Constipation

Maladaptive states interfering with Rest, Activity and Comfort Need

- Osteoarthritis, Rheumatoid arthritis, Osteoporosis, Pathological fracture femur, Hip fractures

Maladaptive states interfering with Safety and Security Need

- Bunions, Corns, Calluses, Hypertrophy of the nails (Onchaxis), Cerebrovascular Accident, HIV/AIDS

Maladaptive states interfering with Sensory Stimulation Need

- Senile Degeneration of the retina, Progressive hearing loss, Parkinson's Disease

Maladaptive states interfering with Sexuality Need

- Atrophic Vaginitis, Procidencia, Prostatitis, Transurethral Resection of the Prostate

Maladaptive states interfering with Psychological Need

- Loneliness/Social Isolation, Drug use and abuse, Confusional States, Senile Dementia, Alzheimer's Disease, Atherosclerotic Dementia

Related Clinicals/Skills

Period of attachment to geriatric homes, day clinics and Hospitals
Visits to elderly persons in their homes
Delivery of Holistic care to gerians
Visual Screening
Care of Prosthesis
Occupational Therapy

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, group and individual discussions and presentations, individual case studies, clinical attachment to homes and institutions for the elderly and adult care units. Clinical teaching, supervision and assessment will also form part of the methodology.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

Wallace, M. 2008. **Essentials of Gerontological Nursing**. New York: Springer Publishing Co.

or

Wold, gloria Hoffmann. 2004. **Basic Geriatric Nursing**. 3rd ed. St. Louis: Mosby.

PROGRAMME	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Specialized Nursing
COURSE CODE	NC 212
CREDIT:	6(Theory 4, Practicum 2)
CONTACT HOURS:	150 (60 Theory, 90 practicum)
PREREQUISITE:	Completion of all courses of the life cycle

COURSE DESCRIPTION / RATIONALE

This course provides information on the organisation, structure, personnel, functions and care of patients in the specialized units, namely the Accident and Emergency, operating theatre, recovery room and intensive care unit. Disaster Management is also included in this course. This course equips the learner to function in selected specialty areas delivering appropriate care to patients and clients in these settings. The learner will sharpen critical thinking skills and professional judgment to delivery clinical care and manage patient care units and health programmes

LEARNING OUTCOMES

At the end of this course the student will be able to;

1. Participate in the organizational structure and functions of the operating theatre, the recovery room, the intensive care and accident and emergency units.
2. Examine the composition of health care teams and the roles of each team in providing patient care in the critical care areas.
3. Apply knowledge of the areas of critical care in the delivery of comprehensive nursing care to individuals, families and communities.
4. Demonstrate knowledge of the relevant I regulations/policies in performing the nursing functions pertinent to the critical care areas.
5. Utilize critical decision making skills while perform the roles and functions of the nurse in the critical care areas.
6. Liaise with national and regional disaster preparedness and emergency management agencies to implement disaster preparedness and management.

CONTENT OUTLINE

Operating Theatre

- Physical Layout, Orientation to OT organizational structure of the OT, Dress code for OT personnel, Care and preparation of the OT area, Nurses' responsibilities to the patient on arrival in the OT, Anaesthesia, Agents , Stages, Complications, Nurses' role in the OT, Immediate post-operative care of the patient, Post-operative care of the OT

Recovery room

- Physical layout, Types of intensive care units, Personnel, Equipment, Admission and discharge policies and procedures, The nurse's functions

Intensive Care Unit

- Physical layout, Types of intensive care units, Personnel, Equipment, Admission and discharge policies and procedures, The nurse's functions

Accident and Emergency

- Rationale for setting up an A & E department, Orientation to A & E department, The health team in an A & E department, Administration of care in A & E department, Special life-support equipment, Definition of trauma, Causes of trauma, Measures to prevent and reduce trauma, The role of the nurse in trauma management, Skills utilized in the management of patients with trauma, Evaluation of care.

Disaster Management

- Define concepts and terminologies related to disaster preparedness and emergency Management, Definitions of the term disaster, National and regional disaster preparedness and emergency management agencies, World Health Organisation (WHO), Related concepts and terminologies, Classification of disaster, Phases of disaster, Effects on various groups, Measures to prevent and reduce the effects of disasters, Response and vulnerability of individuals , communities and the nation to disasters, Preparation for a disaster,
- Disaster plans: national, regional, local
- Characteristics of plans, appropriateness and effectiveness
- Legislation, Disaster management, Mass casualty management, Other services,
- Roles and functions in disaster management of :Individuals, Organisations, Government agencies, Evaluation of action and feedback, Post-disaster surveillance, Nurses' role in the preparation for and the management of disasters

Related Clinical and Laboratory Skills

Triaging of patients
Emergency responses including ambulance duty
Reception of Patients in Operating Room

Preparation for surgery- Major and Minor
Scrubbing for surgery
Recovery of patient.

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, case studies, demonstrations, film, simulation exercises, clinical assignments. Learners will be assigned to Accident and Emergency unit, Operating Theatre, Recovery Unit, and Intensive Care unit. Clinical Teaching, Supervision, Assessment will also form part of the methodology.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to complete and submit an assignment within stipulated time.

Weight 10%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 70% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

Beebe, Richard W.O., and Funk, Deborah L. 2005. **Fundamentals of Basic Emergency Care.** 2nd ed. Clifton Park, New York: Thompson Delmar Learning.

PAHO. Latest Edition. **Guidelines for Assessing Disaster Preparedness in the Health Sector.** Geneva: PAHO.

World Health Organization. Latest Edition. **Coping with Natural Disasters. The Role of Local Health Personnel and the Community.** Geneva: WHO.

Urden, L., Stacy, K. and Lough, M. 2006. **Thelan's Critical Care Nursing: Diagnosis and Management.** 5th ed. St. Louis: Mosby.

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Nursing Management
COURSE CODE:	NC 213
COURSE CREDIT:	3 (3 practicum)
COURSE DURATION:	45 hours
PREREQUISITES:	Completion of Years 1, 2 and 3

COURSE DESCRIPTION / RATIONALE

This course guides the learner in the development of management skills required by professional nurses in management roles. This course prepares the learner to manage groups of patients and clients at the community and institutional levels. It also equips them with the skill to manage units of care for short intervals, shifts and clinic sessions. The continued application of the concepts and content of this course will enable the learner to manage the nursing environment and to integrate clinical and functional components of care.

LEARNING OUTCOMES

At the end of this course the student will be able to

1. Utilize principles and tools of management to delivery care to groups of patient and manage Patient Care Unit.
2. Utilize appropriate communication skills in the management of Patient Care Units and the delivery of patient care.
3. Provide comprehensive, safe efficiently and effective evidenced based nursing care to achieve identified health outcome.
4. Manage the human, fiscal, and material resources necessary to efficiently achieve quality helath care outcomes.
5. Design strategies to motivate staff in adapting to the changing situations of nursing and the health care environment.
6. Advance the nursing agenda through the process of change as it relates to the contextual environment of nursing.
7. Utilize information technology to facilitate management and delivery of client care.

CONTENT OUTLINE

Organizational Culture

- Theory and Behavior, The group, organization, type of organizations, Organizational environment, Multi-sectoral, inter-sectoral and intra-sectoral approach

Management Approaches

- The Classical Approaches- Scientific Management- Taylor and Bureaucracy, Human Relations Approach-Elton Mayo, Neo-Human Relations- Abraham Maslow, Systems Approach, Social Action Approach. Post Modernism.

Nature of Management

- Functions of Management
 - Planning- The planning process, value and purpose, Types of Plans
 - Organizing- Priority setting, inventoring, delegation, scheduling, programming
 - Controlling- Supervision, Teaching, Directing, Conflict Resolution
 - Evaluating- Auditing, Appraisal,

Principles of Management

- Qualities of a Manager
- Managerial Styles- Theory X, Theory Y and Theory Z
- Management Systems-

Work, Motivation and Reward

- Theories of Motivation- Maslow's Theory of Motivation, Herzberg's Two Factor Theory, MC Clelland's Achievement Theory, Vrooms Expectancy Theory.

Management by Objectives

Mission , Philosophy and Goals

Organizational Structures

- Forms of control, control systems, strategies of control, power and management control, sources of power, concept of delegation, empowerment.

The Change Process

- Theory of change, types of change, factors affecting, resistance to change, coping with change.

Human Resources management process

- Policies, Practices, Standards, Staffing issues- Orientation, Rosters, Skill- mix, Allocations

Roles and Functions of Nurses

- Job specifications, descriptions and classification

Related Clinical and laboratory Skills.

Development of individual work plans and unit plans.
Requisitioning of supplies.
Setting on duty roster.
Allocation of staff
Preparation of and management of rounds.
Providing supervision to Junior staff
Auditing of Patient care
Counselling of Staff
Appraisal of Staff.

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, audiovisual aids, selected readings, class presentations, role playing, small group projects and observational experiences. Learners will assigned to patient care units and community health centres to gain management experience.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to successfully complete a clinical evaluation. Weight 30%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 40% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

The learner must submit positive performance appraisals from assigned areas.

TEXTBOOKS AND REFERENCES

Marquis, B.L. & Huston, C.J (2006). **Leadership Roles and Management Functions in Nursing: Theory and Application.** Lippincott Williams & Wilkins.

Grossman, Sheila C. and Theresa, M. 2005. **The New Leadership Challenge: Creating the Future of Nursing.** 2nd ed. Philadelphia: F.A. Davis Company.

YEAR 4

Semester 1

NC 214 Nursing Leadership

NC 215 Clinical Elective

IR 306 Caribbean Society and Culture

Semester 2

NC 216 Nursing Practicum

IR 307 Public Speaking and Creative Writing Workshop

PROGRAMME:	B.Sc. NURSING (B.Sc.N)
COURSE TITLE:	Nursing Leadership
CODE CODE:	NC 214
COURSE CREDIT:	3
DURATION:	45hrs.
PREREQUISITE:	Foundations of Nursing / Nursing Professionalism

COURSE DESCRIPTION

This course prepares the learner for supervisory and professional responsibilities. It engages the learners to examine selected issues that impact professional nurse's ability to practice. Learners are exposed to strategies, which will facilitate their roles as advocates, lobbyist and change agents for patient care and the profession of nursing. The course highlights emerging professional leadership roles in nursing, health economics, health policy and political activism. This course will prepare the learner nurse to assume leadership roles within the profession. The learner will become involved in the professional organization and will contribute to programme planning, policy- making, standard setting and the evaluation of nursing care and professional enhancement activities.

LEARNING OUTCOMES

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

1. Assume supervisory role of patient care and patient care units.
2. Participate in initiatives designed to improve the professional image of nursing.
3. Demonstrate critical inquiry skills that are honed to sound professional judgment and decision- making.
4. Participates in the development, implementation and evaluation of nursing and health initiatives and programmes.
5. Assume responsibility for actions and decisions in the practice of nursing.
6. Model junior staff in the acquisition of values and characteristics of a professional nurse.

CONTENT OUTLINE

Leadership vs. Management

- Leadership (influence, power, authority), Management (people, time, money, supplies)

Leadership approaches

- Qualities or Traits approach, functional or group approach, behavioural approach

Styles of Leadership

- Democratic, Autocratic, laissez – fairer
- Continuum of leadership behaviour
- The situation approach

Contingency Theories of Leadership

- Fielder, Vroom and Yetton, Path-Goal Theory, leaders vs followers, transformational, leadership, inspirational leadership, power and leadership.

Leadership and Organizational Development

- Leadership and Public Service
- Leadership and Private Sector Development
- Job enrichment and job re-design, organization re-design

Leadership Skills

- Customer Drives, Total Quality Management, Continuous Quality Improvement.
- Goal Setting, Indicators-Structure, Process and Outcome
- Critical Inquiry Processes- Problem-Solving approach, Scientific approach

Application of Leadership to the Nursing Environment

- Advocacy, Negotiation and Lobbying, Mentoring and Preceptoring

Health Public Policy

- Advocacy, negotiation, lobbying
- Formulation, implementation and evaluation
- Forecasting

Budgeting

- Programme budgeting, cost accounting
- Fiscal budgets, budget proposals

Advanced Nursing Education

- In-service Education, Continuing Education and Credentialing in Nursing.

National, Regional and International initiatives and Nursing-Caribbean Single Market and Economy (CSME)
Managed Migration.

Related applications

Conduction of Nursing Audits
Preparation of Budget Proposals and programme budget
Preparation of Salary and Incentive proposals
CQI project

TEACHING METHODOLOGIES

This course will be taught using lectures, discussions, visits to House of Parliament, observation attachment to centres of excellence. Learner will also engage in discussion with policy makers at Ministry level.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.

The learner is expected to present and defend a position paper on a current issue in nursing before an established nursing body. Weight 20%

The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%

The learner must sit the final examination, which constitutes 60% of total grade.

The learner must gain at least 60% overall to be successful in the course.

The examination questions may be essays or objective type items.

The learner must demonstrate an acceptable level of performance in related clinical skills.

The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

Marquis, B.L. & Huston, C.J (2006). **Leadership Roles and Management Functions in Nursing: Theory and Application**. Lippincott Williams & Wilkins.

Grossman, Sheila C. and Theresa, M. 2005. **The New Leadership Challenge: Creating the Future of Nursing**, 2nd ed. Philadelphia: F.A. Davis Company.

PROGRAMME:	B.Sc. NURSING
COURSE TITLE	Nursing Clinical Elective
COURSE CODE	NC 215
LEVEL OF COURSE	This course is offered in the final year of the programme.
SEMESTER	The course is offered in the first semester.
DURATION	135 Hours
CREDITS	3
PRE-REQUISITS	Successful completion of years1, 11 and 111.

COURSE DESCRIPTION.

This course is designed to offer opportunities to learners to consolidate experiences in selected specialist areas. This course focuses mainly on clinical aspects of care. The learner will complete one elective as partial fulfillment for the B.Sc. Nursing.

Clinical electives will be offered in the following courses;

- Paediatric Nursing
- Adult Nursing
- Geriatric Nursing
- Psychiatric Nursing
- Community Nursing
- Specialized Nursing

LEARNING OUTCOMES

At the end of this course the student will be able to

1. Integrates critical inquiry processes and evidenced based practice of Nursing and Health care to provide safe and effective care to a selected group of patients.
2. Undertake the clinical nursing management of groups of clients or patients to achieve positive outcomes.
3. Provide comprehensive, safe, efficient and effective evidence-based nursing care to achieve identified individual/group health outcomes.
4. Evaluate progress towards expected individual/group health outcomes in consultation with individuals/groups, significant others and interdisciplinary health care team.

5. Design a programme to advance the health status of a specific group of persons within the society.
6. Demonstrate the ability to engage in self directed learning towards the achievement of specific learning outcomes.

CONTENT OUTLINE

Review content area for specified elective.

Peruse related periodical and journals

Surf the World Wide Web for related information

Utilize relevant institutional documents

Related Clinicals / skills

Period of attachment to area of elective.

Consolidation of all available clinical experiences.

Management of Unit

Programme planning, implementation and Evaluation.

TEACHING METHODOLOGIES

This course will be taught using tutorials, discussions, preceptorship, self-directed learning, clinical attachment and clinical assignments and individual case studies. Clinical supervision, evaluation and assessment will also form part of the methodology.

ASSESSMENT/EVALUATION

The Learner is expected to have a 90% attendance at assigned clinical area.

The learner must attend all tutorial sessions

The Learner must perform at least four (4) detailed assessments on persons with varied diagnoses within the elective specialty. (20%)

The Learner must submit a completed Log detailing activities during the period of assignment. 20%

The Learner must submit a completed assignment as agreed by preceptor and learner. 20%

The learner must be successful on clinical assessment of Holistic Nursing Care in Specialty. (40%)

The learner must submit a positive appraisal from assigned area signed by supervisor of area.

TEXTBOOK AND REFERENCES

1. As previously indicated for subject area.
2. Current periodicals and Journals
3. Internet references
4. Local Publications

PROGRAMME	B.Sc. NURSING
COURSE TITLE:	Nursing Practicum
COURSE CODE	NC 216
LEVEL OF COURSE	This course is offered in the final year of the programme.
SEMESTER	This course spans the entire Second Semester and into the Summer.
DURATION OF COURSE	360 hours
CREDITS	6
PRE-REQUISITS	Candidates must have successfully completed all other courses

COURSE DESCRIPTION / RATIONALE

This course synthesizes all previously learned knowledge, integrating the concepts from the Domains of Nursing with physiological, psychological, socio-cultural, developmental, and spiritual variables as they pertain to client care. Within the clinical and academic settings, learners will apply appropriate theories, systems and/or models to the selection of caring interventions and the designing of appropriate strategies to attain, maintain and improve health status. This course allows the learner to simulate the established programme competencies, thus gaining practise in performing the roles and functions of the registered nurse at the beginning level of practice.

LEARNING OUTCOMES

1. Apply nursing theories, systems and models to the programming and planning of patient care and patient care units.
2. Demonstrate an ability to manage activities within an assigned patient care unit.
3. Utilize the nursing process in delivering care to patients and clients within an assigned unit.
4. Evaluate care delivered by team members as evidenced by documentation.
5. Implement a caring Intervention strategy designed to improve the delivery of nursing care or the outcomes of care given.
6. Implement a Programme to meet the learning needs of patients, clients or junior members of staff.

7. Utilize a multidisciplinary approach for implementing care to a select group of patients.
8. Practices nursing to reflect proficiency in the competencies of nursing.

CONTENT OUTLINE

Review of all content areas previously covered
Review CARICOM Competency Standards of practice for Registered Nurses.
Review institutional records and documents
Review functional nursing skills / clinical nursing skills

Related Clinical and Laboratory skills

Holistic management of patients and clients
Management of unit areas by shifts
Co-ordination of clinic sessions
Execution of teaching /learning programme for patients and staff
Application of skills related to CQI, Nursing Audits, Programme management.

TEACHING METHODOLOGY

This course will be taught using learners will be assigned to a Preceptor. Learner will be assigned to a Clinical area for specific period of time. Learner must attend at least three tutorial sessions as organized by faculty. Individual case studies/Projects/Assignments
Clinical Supervision, Clinical Teaching and Clinical assessment, Mentoring

ASSESSMENT/EVALUATION

Candidate is expected to have a 90% attendance at area of clinical assignment
Candidate must submit completed Log detailing activities during the period of assignment. 10%
Candidate must organize and implement two teaching learning sessions under direct Supervision by preceptor. 10%
Candidate must submit completed assignments (two) as agreed by preceptor and candidate. 20% for each = 40%.
Candidate must successfully complete Clinical Assessment –Final year 40%
Candidate must be successful on clinical appraisal comprising Tutor and clinical Supervisor.

REQUIRED TEXTBOOKS

As previously indicated for all subject area.
Current periodicals and Journals
Internet references
Local Publications

BIBLIOGRAPHY

1. Baylor University, (2008) **Louise Herrington School of Nursing Booklist for Nurses**, Texas.
2. CARICOM Community Secretariat (1992). **Blueprint - Regional Examination for Nurse Registration**, Guyana.
3. CARICOM Community Secretariat (1992) - **Administration Manual. Regional Examination for Nurse Registration (RENr) CARICOM Countries**, Guyana.
4. CARICOM Community Secretariat (2007) - **Proposals for a Revised Curriculum and New Management Strategy for the Regional Examination for Nurse Registration and Strategy and Plan of Action for Implementation**, Guyana
5. Lynn, Christine E, (2008), **College of Nursing**, www.fau.edu.
6. Mullins, Laurie J, (2005) **Management and Organization Behaviour**, England, Essex www.pearsoned.uk
7. Nova Southeastern University, **Nursing Programme Outline**. www.nova.edu/ Florida.
8. Parris, Janey (2006) **Report on the Proposal for the Management of the Regional Examination for Nurse Registration in CARICOM Countries**, Guyana
9. Parris, Janey (2006) **Report on the Revised Curriculum for the Regional Examination for Nurse Registration CARICOM Countries**.
10. Regional General Nursing Councils (1993) - **Guidelines for Regional Examination for Nurse Registration**.
11. TRINITAS School of Nursing - (2007) **Catalogue** - www.ucc.edu./nr/ New Jersey.
12. World Health Organisation (WHO) (2009) **Global Standards for the Initial education of professional nurses and midwives**, Geneva
13. www.campusbooks.com/books/medicine/nursing