



CURRICULUM

BS Nursing – Semester Based

8 Semesters

64 Courses

156 Credit Hours

PROPOSED BASIC LAYOUT FOR BS NURSING 4 YEAR PROGRAM

1. Introduction to Program:

The BS Nursing program is designed to provide students with a comprehensive understanding of natural & basic sciences, nursing theory, clinical skills, ethical practices, English language proficiency and evidence-based research. The curriculum is structured over 8 semesters, including a capstone project and internship/field experience, to prepare graduates for diverse career opportunities in the healthcare sector.

2. Aims of the Program

- a. To equip students with a strong foundation in nursing theory and evidence based clinical skills.
- b. To foster critical thinking, leadership, and ethical decision-making in healthcare settings.
- c. To instill a commitment to lifelong learning and professional development.

3. Objectives of the Program

- a. Develop proficiency in nursing fundamentals, health assessment, and pharmacology.
- b. Cultivate competence in delivering patient-centered care across the lifespan.
- c. Foster interdisciplinary collaboration and effective communication in healthcare teams.
- d. Promote ethical and culturally sensitive nursing practice.
- e. Prepare graduates for leadership roles, nursing research, and community health initiatives.

4. Learning Outcomes of the Program

Upon completion of the BS Nursing program, graduates will be able to:

- a. Demonstrate proficiency in nursing assessments, interventions, and evaluations.
- b. Apply evidence-based practices in clinical settings.
- c. Collaborate effectively with healthcare teams.
- d. Exhibit leadership and management skills in nursing practice.
- e. Engage in ethical decision-making and adhere to professional standards.
- f. Contribute to community health and wellness.

5. Career Opportunities of the Graduates

Graduates of the program will be prepared for diverse career opportunities, including:

- a. Clinical Nursing
- b. Community Health Nursing
- c. Pediatric Nursing
- d. Mental Health Nursing
- e. Nursing Education
- f. Leadership and Management Roles

6. Program Details : Credit Hours (156)

Sr.No.	Subjects	No of Courses	Credit Hours
1	General Subjects	11	30
2	Interdisciplinary Subjects	12	28
3	Major Subjects	32	77
4	Capstone Project: internship/Field Experience:	2	06
5	Professional Ethics (PERLS)	1	3
6	English Proficiency Course	6	12
	Total	64	156

7. Clinical Portfolio Requirements (e.g., Log Books)

As per subject requirement Practical copies, Nursing Care plans, concept maps/ critical incident analysis, assessment Performa, etc.

8. Assessment (Formative and Summative)

Both Formative and Summative

Internal assessment: 20 %

External Assessment: 80 %

9. Table of Specifications

TOS of each subject theory and practical will be given shortly in details with each subject.

10. Program Structure

GENERAL SUBJECT	
11 Courses (30 Credit Hours)	
Subject	Credit Hours
1. Arts and Humanities	02+0
2. Natural Sciences	02+01
3. Social Sciences	02+0
4. Functional English	03+0
5. Expository Writing	03+0
6. Quantitative Reasoning (I and II)	06 (2x03)
7. Ideology and Constitution of Pakistan	02+0
8. Islamic Studies	02+0
9. Applications of Information and Communication Technologies (ICT)	02+01
10. Entrepreneurship	02+0
11. Civics and Community Engagement	02+0

INTERDISCIPLINARY SUBJECTS (12 Courses 28 Credit Hours)	
Subject	Credit Hours
1. General Pathology	03+0
2. Special pathology	03+0
3. Developmental Psychology	02+0
4. Teaching & Learning	03+0
5. Epidemiology	02+0
6. Applied Nutrition	01+0
7. Basic Anatomy	03+0
8. Basic Biochemistry	03+0
9. Basic Physiology	03+0
10. Microbiology	01+0
11. Diagnostic Procedures	02+0
12. Arabic Language	02+0

MAJOR SUBJECTS 32 Courses 77 Credit Hours (Minimum 72)	
Subject	Credit Hours
1. Fundamental of Nursing-I	02
2. Fundamental of Nursing-I Lab	02
3. Fundamental of Nursing-II	02
4. Fundamental of Nursing-II Clinical	03
5. Adult Health Nursing-I	02
6. Adult Health Nursing-I Clinical	02
7. Health Assessment-I	01+01
8. Pharmacology-I	02
9. Adult Health Nursing-II	04
10. Adult Health Nursing-II Clinical	04
11. Health Assessment-II	01+01
12. Pharmacology-II	02
13. Community Health Nursing I	02
14. Community Health Nursing I Clinical	01
15. Pediatric Health Nursing-I	02
16. Pediatric Health Nursing-I Clinical	02
17. Reproductive Health	02
18. Reproductive Health Clinical	03
19. Nursing Ethics	01
20. Pediatric Health Nursing-II	02
21. Pediatric Health Nursing-II Clinical	02
22. Mental Health Nursing	03
23. Mental Health Nursing Clinical	03

24. Nursing Theories & Models	02
25. Leadership/Management in Nursing	02+01
26. Nursing Research	03
27. Critical Nursing Care	04
28. Critical Nursing Care Clinical	04
29. Community Health Nursing-II	02
30. Community Health Nursing-II Clinical	03
31. Oncology and Palliative Care Nursing	02
32. Oncology and Palliative Care Nursing Clinical	02
Professional Ethics (PERLS) 03 Credit hours	
English Proficiency Course-1 = 02 Credit hours English Proficiency Course-2= 02 Credit hours English Proficiency Course-3= 02 Credit hours English Proficiency Course-4= 02 Credit hours English Proficiency Course-5= 02 Credit hours English Proficiency Course-6= 02 Credit hours Total =12 credit hours	
Capstone Project 03 Credit Hours	
INTERNSHIP/ FIELD EXPERIENCE 03 Credit Hours	

Note: First digit of credit hour will be for THEORY part while second digit will be for PRACTICAL.

Credit Hours Limit: 120-144 (For four-year degree)

SCHEME OF STUDIES (CREDIT HOURS LIMIT PER SEMESTER:15-21)

SEMESTER	COURSE CODE	COURSE TITLE	THEORY	LAB	CLINICAL	CREDIT HOURS
1 st Semester		Arts and Humanities	02	0		02
		Natural Sciences	02	1		03
		Functional English	03	0		03
		Ideology and Constitution of Pakistan	02	0		02
		Quantitative Reasoning (I)	03	0		03
		Basic Anatomy	03	0		03
		Fundamental of Nursing-I	02	0		02
		Fundamental of Nursing-I Lab	0	02		02
Total Credit Hours			17	03		20
2 nd Semester		Social Sciences	02	0		02
		Expository Writing	03	0		03
		Quantitative Reasoning (II)	03	0		03
		Islamic Studies	02	0		02
		Basic Biochemistry	03	0		03
		Basic Physiology	03	0		03
		Fundamental of Nursing-II	02	0		02
		Fundamental of Nursing-II Clinical	0		03	03
	NCL	Clinical training			01	(3 hours)
Total Credit Hours			18	0	03	21

3rd Semester		Gen Pathology/Pathophysiology I	03	0		03
		ICT (Computer Sciences)	02	1		03
		Civics and Community Engagement	02	0		02
		Entrepreneurship	02			02
		Adult Health Nursing-I	02			02
		Adult Health Nursing-I Clinical	0		02	02
		Health Assessment-I	1	1		02
		Pharmacology-I	2			02
		Microbiology	1			01
		English Proficiency Course-1 (EPC 1)	02			02
Total Credit Hours			17	02	02	21
4th Semester		Special Pathology/ Pathophysiology II	03	0		03
		Adult Health Nursing-II	04			04
		Adult Health Nursing-II Clinical	0	0	04	04
		Health Assessment-II	1	1		02
		Pharmacology-II	2			02
		Developmental Psychology	2			02
		English Proficiency Course-2 (EPC 2)	02	0		02
Total Credit Hours			14	01	04	19
5th Semester		Pediatric Health Nursing-I	02			02
		Pediatric Health Nursing-I Clinical	0		02	02
		Community Health Nursing I	02			02
		Community Health Nursing I Clinical	0		01	01
		Reproductive Health	02			02

		Reproductive Health Clinical	0		03	03
		Teaching/Learning: Principles/Practices	03			03
		Nursing Ethics	01			01
		English Proficiency Course-3 (EPC 3)	02	0		02
Total Credit Hours			12		06	18
6th Semester		Pediatric Health Nursing-II	02			02
		Pediatric Health Nursing-II Clinical	0		02	02
		Mental Health Nursing	03			03
		Mental Health Nursing Clinical	0		03	03
		Epidemiology	02			02
		Nursing theories & Models	02			02
		Leadership/Management in Nursing	02		01	03
		Applied Nutrition	01			01
		English Proficiency Course-4 (EPC 4)	02	0		02
Total Credit Hours			14	0	06	20
7th Semester		Nursing Research	03			03
		Critical Nursing Care	04			04
		Critical Nursing Care Clinical	0		04	04
		Diagnostic Procedures	02			02
		English Proficiency Course-5 (EPC 5)	02	0		02
		Internship/Field Experience		0	03	03
Total Credit Hours			11		07	18
8th Semester		Community Health Nursing-II	02			02
		Community Health Nursing-II Clinical	0		03	03

		Oncology and Palliative Care Nursing	02			02
		Oncology and Palliative Care Nursing Clinical	0		02	02
		Professional Ethics (PERLS)	03	0		03
		English Proficiency Course-6 (EPC 6)	02	0		02
		Capstone Project	03	0		03
		Arabic	02			02
Total Credit Hours			14		05	19

CREDIT HOUR SUMMARY FOR CLINICAL ROTATION

Sr No	Semester	Theory	Lab	Clinical Cr. Hours	NCL(Clinical) hours	Actual hours	Clinical Days/Week	Total Credit Hours
1	1st	17	3	0	0	26	0 Day/Week	20
2	2nd	18	0	1	3	30	2 Days/Week	21
3	3rd	17	2	2	0	29	1 Days/Week	21
4	4th	14	1	4	0	29	2 Days/Week	19
5	5th	12	0	6	0	30	3 Days/Week	18
6	6th	14	0	6	0	32	3 Days/Week	20
7	7th	11	0	7	0	32	4 Days/Week	18
8	8th	14	0	5	0	29	3 Days/Week	19
Total		117	6	33	3	237		156

1 Theory credit hour=1 hour

1 Lab credit hour=3 hour

1 Clinical credit hour= 3 hour

Credit Hour Based Summary of BSN Course

General courses =30		
Interdisciplinary=28		
Major Subjects= 77		
Internship=03		
Capstone Project=03		
Degree specific courses =139	English Proficiency course =12	Total=156 (HEC Criteria 122-144)

Semester wise Description of Courses

SEMESTER 1

BEHAVIOURAL SCIENCES (Arts & Humanities)

Credit Hours: 02

Objectives and Learning Outcomes:

1. Accurately describe the influence and potential implications of culture and community context on health behaviors, beliefs and outcomes, as well as how physicians should appropriately integrate this knowledge into patient care.
2. Build a comprehensive, accurate, and relevant patient history using an approach that supports a therapeutic alliance between patient and physician and that displays self-awareness and reflective practice.
3. Effectively explain to a patient, using the principles of shared decision- making, the patient's medical condition and/or treatment options (for common conditions and risk factors) within the context of that patient's background, education and belief systems.
4. Provide patient-centered behavioral guidance, and explain the appropriate theoretical model that supports the approach.
5. Accurately describe how social determinants of health influence health outcomes and how physicians can incorporate this knowledge in the care of patients.
6. Accept and report personal errors, discuss the potential sources of errors, and develop an action plan to reduce the risk of future errors.

Course Content	MCQ	SEQ
Introduction to Behavioral Sciences and its importance in health: Bio-Psycho-Social Model of Health Care and the Systems Approach Normality vs Abnormality Professionalism and desirable Attitudes in Health Professionals	02	0
Life Cycle: Behavioral aspects of development through lifecycle (Infancy, Childhood, Adolescence, Adulthood) Death and Dying and Bereavement	04	01
Biological and Psychological basis of Behavior: Psychodynamic factors (Learning, Memory, Thinking, Perception, Motivation, Personality, Intelligence, Emotions and Stress)	07	02
Social and Anthropological basis of Behavior: Sociological aspects of health and illness (Social Class, Gender, Health belief model, Stigma, Sick role, Ethnicity, Groups, Illness and Sickness) Anthropological aspects of Health (Culture, sensitive assessment, Health disparity and Health inequality)	07	01
Illness and healthcare professional relationship: Medical Communication (Medical interview, non-pharmacological interventions, Breaking bad news, Crisis intervention) Coping with the disability (Coping, Stress, Anxiety, Self-help groups, Pain management, Psychosocial aspects of disability)	10	02

Doctor patient relationships (Psychological reactions, Models of doctor pt. relationship, Treatment adherence, Psycho-trauma & PTSD) Psychosocial aspects of disease and illness (Various medical conditions, Disability including intellectual disability)		
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Reference Books/ Reading Materials

- Psychology and sociology applied to medicine: An illustrated color text, 3rd ed. by Beth alder
- Behavioral Science in Medicine, 2nd Ed. Barbara Fadem
- Handbook of Behavioral sciences, 2nd Ed. MH Rana
- Integrating Behavioral sciences in healthcare, Asma Humayun and Michel Herber

BIOPHYSICS (Natural Sciences)

Credit Hours: 03 (2+1)

Learning Outcomes:

Students will able to:

1. Acquire Knowledge of the fundamental concepts of physics in the context of biological systems.

Course Contents:

Course Content	MCQ	SEQ
Essentials of thermodynamics Concept of entropy, enthalpy and Gibb's free energy	5	01
Order and disorder in biological systems	3	01
Molecules, diffusion, random walks and friction	3	0.5
Methods of studying macromolecules	3	01
Interactions of molecules in 3-D space-determining binding and dissociation constants;	3	0.5
Molecular motors; Sedimentation	5	0.5
Reynold's number Chemical forces and self-assembly,	3	01
Physics of ion channels.	5	0.5

Practical	OSPE
5	
<ul style="list-style-type: none">• Determination of the optical density (absorbance) of Bromophenol blue dye through spectrophotometer• Determination of pressure at the bottom most position of a cylinder using the concept of thermodynamic principle• Derivation of Beer-Lambert Law• Separation of components of two different colored liquids using thin layer chromatography	05

References:

1. Nelson P, 2004. Biological Physics, Energy, Information and Life. First Edition; WH Freeman & Company.
2. Kirsten et al., 2010. Introduction to Biological Physics for the Health and Life Sciences. Second Edition; John Wiley & Sons.
3. Davidovits P, 2013. Physics for Biology & Medicine. Fourth Edition; Academic Press.
4. Newman, 2010. Physics of the Life Sciences. Springer.
5. Duncan, 1975. Physics for Biologist. Blackwell Science.

FUNCTIONAL ENGLISH

Credit Hours: 03

Learning Outcomes/Objectives:

By the end of this course, students will be able to:

1. Apply enhanced English communication skills through effective use of word choices, grammar, and sentence structure.
2. Comprehend a variety of literary / non-literary written and spoken texts in English.
3. Effectively express information, ideas, and opinions in written and spoken English.
4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

Course Content:	MCQs	SEQs
Foundations of Functional English: <ul style="list-style-type: none">• Vocabulary building (contextual visage, synonyms, antonyms, and idiomatic expressions).• Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.).• Word formation (affixation, compounding, clipping, back formation, etc.).• Sentence structure (simple, compound, complex and compound-complex).• Sound production and pronunciation.	15	03
Comprehension and Analysis: <ul style="list-style-type: none">• Understanding purpose, audience, and context• Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)• Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)• Active listening (overcoming listening barriers, focused listening, etc.)	15	03
Effective Communication: <ul style="list-style-type: none">• Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)• Structuring documents (introduction, body, conclusion, and formatting)• Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)• Public speaking (overcoming stage fright, voice modulation and body language)• Presentation skills (organization content, visual aids and engaging the audience)• Informal communication (small talk, networking, and conversational skills)• Professional writing (business e-mails, memos, reports, formal letters, etc.)	15	03

Recommended Instructional / Reading Materials:

1. "Understanding and Using English Grammar" by Betty Schramper Azar.
2. "English Grammar in Use" by Raymond Murphy.
3. "The Blue Book of Grammar and Punctuation" by Jane Straus.
4. "English for Specific Purposes: A Learning-Centered Approach" by Tom Hutchinson and Alan Waters.
5. "Cambridge English for Job-hunting" by Colm Downes.
6. "Practical English Usage" by Michael Swan.
7. "Reading Literature and Writing Argument" by Missy James and Alan P. Merickel.
8. "Improving Reading: Strategies, Resources, and Common Core Connections" by Jerry Johns and Susan Lenski.
9. "Comprehension: A Paradigm for Cognition" by Walter Kintsch.
10. "Communication Skills for Business Professionals" by J.P. Verma and Meenakshi Raman.
- 11.

IDEOLOGY AND CONSTITUTION OF PAKISTAN

Credit Hours: 02

Learning Outcomes/Objectives:

1. Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
2. Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
3. Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the Constitution of Pakistan 1973.

Course Content:	MCQs	SEQs
Introduction to the Ideology of Pakistan: <ul style="list-style-type: none">• Definition and significance of ideology.• Historical context of the creation of Pakistan (with emphasis on socio-political, religious, and cultural dynamics of British India between 1857 till 1947).• Contributions of founding fathers of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah., etc.• Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.	05	01
Two-Nation Theory: <ul style="list-style-type: none">• Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla Deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940).• Role of communalism and religious differences.	05	01
Introduction to the Constitution of Pakistan: <ul style="list-style-type: none">• Definition and importance of a constitution.• Ideological factors that shaped the Constitution(s) of Pakistan (Objectives Resolution 1949).• Overview of constitutional developments in Pakistan.	05	01
Constitution and State Structure: <ul style="list-style-type: none">• Structure of Government (executive, legislature, and judiciary).• Distribution of powers between federal and provincial governments.• 18th Amendment and its impact on federalism.	05	01
Fundamental Rights, Principles of Policy and Responsibilities: <ul style="list-style-type: none">• Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles 8-28).• Overview of Principles of Policy (Articles 29-40). Responsibilities of the Pakistani citizens (Article 5).	05	01
Constitutional Amendments:	05	01

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|---|--|--|
| <ul style="list-style-type: none">• Procedures for amending the Constitution.• Notable constitutional amendments and their implications. | | |
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SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "The Idea of Pakistan" by Stephen P. Cohen.
2. "Ideology of Pakistan" by Javed Iqbal.
3. "The Struggle for Pakistan" by I.H. Qureshi.
4. "Pakistan the Formative Phase" by Khalid Bin Sayeed.
5. "Pakistan: Political Roots and Development" by Safdar Mahmood.
6. "Ideology of Pakistan" by Sharif-ul-Mujahid.
7. "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jalal.
8. "Jinnah, Pakistan and Islamic Identity: The Search for Saladin" by Akbar S. Ahmed.
9. "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz.
10. "Pakistan: A New History" by Ian Talbot.
11. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring.
12. "The. Constitution of Pakistan 1973". Original.
13. "Constitutional and Political Development of Pakistan" by Hamid Khan.
14. "The Parliament of Pakistan" by Mahboob Hussain.
15. "Constitutional Development in Pakistan " by G.W. Choudhury.
16. "Constitution-Making in Pakistan: The Dynamics of Political Order" by G.W. Choudhur

QUANTATIVE REASONING (I)

Credit Hours: 03

Learning Outcomes/Objectives:

By the end of this course, students shall have:

1. Fundamental numerical literacy to enable them work with numbers, understand their meaning, and present data accurately.
2. Understanding of fundamental mathematical and statistical concepts.
3. Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts and equations etc.

Course Content:	MCQs	SEQs
Numerical Literacy: <ul style="list-style-type: none">• Number system and basic arithmetic operations.• Units and their conversions, dimensions, area, perimeter, and volume.• Rates, ratios, proportions, and percentages.• Types and sources of data.• Measurement scales.• Tabular and graphical presentation of data.• Quantitative reasoning exercises using number knowledge.	15	03
Fundamental Mathematical Concepts: <ul style="list-style-type: none">• Basics of geometry (lines, angles, circles, polygons etc.).• Sets and their operations.• Relations, functions, and their graphs.• Exponents, factoring and simplifying algebraic expressions.• Algebraic and graphical solutions of linear and quadratic equations and inequalities.• Quantitative reasoning exercises using fundamental mathematical concepts.	15	03
Fundamental Statistical Concepts: <ul style="list-style-type: none">• Population and sample.• Measures of central tendency, dispersion, and data interpretation.• Rules of counting (multiplicative, permutation and combination).• Basic probability theory.• Introduction to random variables and their probability distributions.• Quantitative reasoning exercises using fundamental statistical concepts.	15	03

Recommended Instructional / Reading Materials:

1. “Quantitative Reasoning: Tools for Today’s informed Citizen” by Bernard L. Madison, Lynn and Arthur Steen.
2. “Quantitative Reasoning for the information Age” by Bernard L. Madison and David M. Bressoud.
3. “Fundamentals of Mathematics” by Wade Ellis.

4. "Quantitative Reasoning: Thinking of Numbers" by Eric Zaslow.
5. "Thinking Clearly and Data: A Guide to Quantitative Reasoning and Analysis" by Ethan Bueno de Mesquita and Anthony Fowler.
6. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" By Bennet, J. O., Briggs, W.L., & Badalamenti, A.
7. "Discrete Mathematics and its Applications" By Kenneth H. Rosen.
8. "Statistics for Technology: A Course in Applied Statistics" by Chatfield, C.
9. "Statistics: Unlocking the Power of Data" by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock.

BASIC ANATOMY

03 CREDIT HOURS

Learning Outcomes/Objectives:

The students will be able to:

1. Have an understanding of the structural components of body
2. Comprehend the basic anatomical structure of human organs and systems
3. Identify the principal histological features of various tissues and blood composition.

Course Content:	MCQs	SEQs
General Anatomy: Planes, axes, general body organization & structures, Bone & cartilage, Joint, Muscle	5	1
Gross Anatomy of Digestive system: (Oral Cavity, pharynx, esophagus, stomach small & large intestine)	5	1
Gross Anatomy of Urinary system: Kidney, ureter, bladder, urethra	3	1
Gross Anatomy of cardiovascular & lymphatic system: Heart, Pericardium, arterial + venous system + major arteries + veins Lymph flow, Lymph Vessel & Lymph node	5	1
Gross Anatomy of respiratory system: Nose, paranasal sinuses, larynx, trachea, bronchus, lungs and diaphragm	3	1
Gross Anatomy of reproductive system: <u>Male:</u> Testis, spermatic cord, penis, prostate, bulbourethral glands, <u>Female:</u> Ovaries, fallopian tubes, uterus, vagina, vulva, breast.	5	1
Gross Anatomy of endocrine system: Pituitary, thyroid, parathyroid, thymus, adrenal gland, Kidneys	4	1
Gross Anatomy of Nervous system & sensory organs: Brain, spinal cord, cranial nerves, brachial plexus, sciatic nerve, Ear, Eye, Tongue, Taste buds, Nose.	5	1
Histology of cells, tissues, epithelium & connective tissue	5	1
Histology of Bone, cartilage, muscles, CVS, lymphoid & blood	5	

Recommended Instructional / Reading Materials:

1. Snell's Clinical Anatomy by Regions 10th Edition by Dr. Lawrence E. Wineski
2. Laiq Hussain Histology
3. Agur, M.R. and F.D. Arthur. 2016. Grant's Atlas of Anatomy; 14th Edition. Lippincott Williams and Wilkins, New York, U.S.A.
4. Waugh, Anne, Grant, Allison. 2014. Ross and Wilson anatomy and physiology in health and illness

FUNDAMENTAL OF NURSING-I

02 CREDIT HOURS

Learning Outcomes/Objectives:

The student will be able to:

1. Describe the historical development of Health care and nursing.
2. Describe early Nursing Leaders and their contributions to the profession of nursing.
3. Compare requirements and advantages of different Nursing Educational Programs.
4. Compare and contrast definitions of nursing by different Nursing Scholars.
5. Describe the roles of a professional nurse.
6. Describe the relationship among Human needs, Adoption Homeostasis, alterations in Health, Voluntary and Involuntary processes, and nursing intervention.
7. Explain the content and purposes of Code of Ethics, and Standards of Nursing practice.
8. Discuss the purposes and activities of the World Health Organization and the International Council of Nurses.

Course Outline	MCQ	SEQ
Unit I History of Nursing 1. Summary of ancient cultures 2. Site of Health Care in Ancient Cultures 3. Islam and Nursing 4. The founder of Nursing 5. Historical Perspective 6. Nursing in Mogual period 7. Nursing Defined by different scholar 8. Definition of Nursing by WHO 17 9. Types of Nursing Educational Programmes 10. History of Nursing Education in Pakistan	2	0
Unit II Role of nurse in health care 1. Professional 2. Characteristics of a Profession 3. Role of the Professional nurse 4. Description of Career roles 5. Description of role as Communicator 6. Description of role as a Teacher 7. Description of role as Counselor	1	1
Unit III Goals of nursing and related concepts 1. Define basic human needs. 2. Discuss basis of nursing practice. 3. Define World Health Organization. 4. Explain model of conceptual framework for generic BSN program. 5. Explore nursing and nursing practice.	2	1

6. Define goal of nursing process.		
7. Identify historical perspective of the nursing process		
Unit IV Communication	3	1
1. Define Communication, elements of the communication process, ways of communication.		
2. Identify the characteristics of the effective verbal communication.		
3. Describe factors that's facilitates and interfere with the effective communication		
4. Discuss techniques that facilitate and interfere with effective communication.		
5. Define ways to respond therapeutically		
6. Identify non therapeutically respond		
7. Discuss the legal aspects of documentations.		
Unit V Nursing skills (vital signs)	6	1
1. Define Vital Signs.		
2. Define terms related to Vital sign.		
3. Describe the physiological concept of temperature, respiration and blood pressure.		
4. Describe the principles and mechanisms for normal thermoregulation in the body.		
5. Identify ways that affect heat production and heat loss in the body.		
6. Define types of body temperature according to its characteristics.		
7. Identify the sign and symptoms of fever.		
8. Discuss the normal ranges for temperature, pulse, respiration and blood pressure.		
9. List the factors affecting temperature, pulse, respiration.		
10. Describe the characteristics of pulse and respiration.		
11. List factors responsible for maintaining normal blood pressure.		
12. Describe various methods and sites used to measure T.P & B.P.		
13. Recognize the signs of alert while taking TPR and B.P.		
Unit VI Skin management	3	1
1. Define decubetic ulcer (bed sore)		
2. List the causes of decubetic ulcer		
3. Apply nursing interventions to prevent decubetic ulcer.		
4. Identify risk factors of bedsores		
Unit VII Concept of safety: risk management	2	0
1. Define safety		
2. Describe the characteristics of safety		
3. Identify physical and microbial hazards in environment.		
4. Discuss various ways to minimize hazards.		
5. Discuss the assessment for environmental safety.		
6. Identify physical and microbial hazards in the hospital environment, which interfere with patients' safety.		
7. Explain general preventive measures for safe environment for health team members and patient.		
8. Using assessment, identify people at risk for safety dysfunction.		
Unit-VIII Concept of Teaching Learning	2	0
1. Identify the learning needs of the patient at the clinical site		

2. Develop teaching learning plan 3. Perform health teaching at the clinical site		
Unit-IX: Oxygenation: Respiratory Function & Cardiovascular System 1. Identify factors that can interfere with effective oxygenation of body tissues. 2. Describe common manifestations of altered respiratory and cardiovascular function. 3. Discuss lifespan-related changes and problems in respiratory function and cardiovascular system. 4. Describe nursing measures to ensure a patient airway. 5. Apply Nursing Process and teaching plan for a client with altered respiratory function and cardiovascular function. 6. Recognize the emergencies related to respiratory and cardiovascular system. 7. Explain ways that caregivers can decrease the exposure of clients to infection. 8. Differentiate between medical and surgical asepsis.	5	1
Unit X: Activity and Exercise Pattern 1. Define terms mobility, joint mobility, body alignments and body mechanics. 2. Discuss the benefits of activity and exercise. 3. Identify the principles of gravity that affects balance. 4. Discuss factors affecting mobility. 5. Discuss the effects of immobility on human body. 6. Review A&P of muscular skeletal system and characteristics of normal movement. 7. Describe the impact of immobility on Physiologic and Psychological functioning. 8. Apply nursing process while planning for the client with altered muscular skeletal system.	2	0
Unit XI Process of Hospitalization 1. Define the team admission, transfer and discharge. 2. Discuss the procedure for admission, transfer and discharge. 3. Identify nursing responsibility during admission, transfer and discharge 4. Discuss nurse role in preparing patients and family for discharge. 5. Discuss the normal reaction of patient being hospitalized	2	0
Total	30	6

Recommended Instructional / Reading Materials:

1. Fundamentals of Nursing" by Barbara Kozier and Glenora Erb,12th edition, 2018

FUNDAMENTAL OF NURSING-I LAB

02 CREDIT HOURS

Learning Outcomes/Objectives:

The student will be able to:

1. Assess, document and identify variations in Vital Signs
2. Discuss the observations for different Vital Signs pattern.
3. Develop problem list based on patients' assessments and rationalize each problem identified.
4. Observe the process of admission of a patient in hospital.
5. Orient a patient to hospital environment.
6. Assist in transfer of patients from one unit to another unit and department.
7. Assist in preparing patients and family for discharge.
8. Document the discharge of patients from the hospital.

S #	List of Skills Lab	OSPE/OSCE
1	Preparing of different beds	01
2	Bathing a patient in bed	01
3	Measuring body temperature	01
4	Assessment of pulse	01
5	Assessment of Respiration	01
6	Monitoring of Blood pressure	01
7	Mouth care of unconscious patient	01
8	Measurement of Height & Weight	01
9	Admission of a patient in hospital	01
10	Discharge of patient in hospital	01

Recommended Instructional / Reading Materials:

1. Fundamentals of Nursing" by Barbara Kozier and Glenora Erb,12th edition, 2018

SEMESTER 2

MEDICAL SOCIOLOGY (Social Sciences)

Credit Hours: 02

Learning Outcomes/Objectives:

The course will also have following objectives;

- 1) Understand the historical progression and evolution of healthcare systems and practices.
- 2) Analyze the interconnectedness of body, mind, illness, and environmental factors shaping health outcomes.
- 3) Critically evaluate diverse theories, research methodologies, and ongoing debates in medical sociology.

Course Content:	MCQs	SEQs
<p>Evolution of Health and Healing Historical Development of medical Practices and Knowledge. Evolution of Healthcare Systems and Treatment Modalities.</p> <p>Body, Mind, Illness, and Environment Impact of Environmental factors on health and Disease Interconnection between Physical and Mental Health</p>	5	1
<p>Theories, Research, and Debates of Medical Sociology Overview of Medical Sociology Theories Research Methods in Medical Sociology Current Debates and Controversies in Medical Sociology</p> <p>Social, Environmental, and Occupational Factors in Health and Illness Influence of Socioeconomic Status on Health Impact of Environment and Living Conditions on Health Occupational hazards and Health Implications</p>	5	1
<p>The meaning of Health and Illness from the Patient's Perspective Patient's Subjective Experience of health and Illness Cultural and Social Influences on Perception of Health and Illness Patient Empowerment and Decision-Making in Healthcare</p> <p>Historical Transformation of health Professions and the Health Workforce Evolution of Healthcare Professions and Roles Changes in Healthcare Delivery Systems. Impact of technological Advancements on Healthcare Professions.</p>	5	1
<p>Social and Cultural Factors Surrounding the Creation and labeling of Diseases Social Construction of Diseases and Illnesses Cultural Interpretations and Stigmatization of diseases. Medicalization and Pathologization of Behavior.</p> <p>Disparities in Health, Access to Healthcare, and the Healthcare received Socioeconomic Disparities in Health Outcomes. Access Barriers to Healthcare services. Quality Discrepancies in Healthcare Provision.</p>	8	2
<p>Organizational and ethical issues in medicine including rising costs and medical technology; and health care reform.</p>	7	1

Rising Healthcare costs and Technology. Healthcare Reforms and Ethical Considerations. Patient Rights, Consent, and Ethical Dilemmas in Medicine.		
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SUGGESTED INSTRUCTIONAL / READING MATERIALS

- 1) Medical Sociology by William Cockerham, 1978
- 2) A Sociology of Health by David Wainwright, 2008
- 3) The Sociology of Health and Illness Critical Perspectives, 11th Edition by Peter Conrad, Valerie Leiter Published: June 2023
- 4) The Sociology of Health, Illness, and Health Care: A Critical Approach" by Rose Weitz

EXPOSITORY WRITING

Credit Hours: 03

Learning Outcomes/Objectives:

By the end of this course, students will be able to:

1. Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

Course Content:	MCQs	SEQs
Introduction to Expository Writing: <ul style="list-style-type: none">• Understanding expository writing (definition, types, purpose, and applications).• Characteristics of effective expository writing (clarity, coherence, and organization).• Introduction to paragraph writing.	05	1
The Writing Process: <ul style="list-style-type: none">• Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning, and outlining etc.).• Drafting (three stage process of drafting techniques).• Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.).• Proof reading (fine-tuning of the draft).• Peer review and feedback (providing and receiving critique).	05	1
Essay Organization and Structure: <ul style="list-style-type: none">• Introduction and hook (engaging readers and introducing the topic)• Thesis statement (crafting a clear and focused central idea)• Body Paragraphs (topic sentences, supporting evidence and transitional devices)• Conclusion (types of concluding paragraphs and leaving an impact)• Ensuring cohesion and coherence (creating seamless connections between paragraphs)	05	1
Different Types of Expository Writing: <ul style="list-style-type: none">• Description• Illustration• Classification• Cause and effect (exploring causal relationships and outcomes)• Process analysis (explaining step-by-step procedures)• Comparative analysis (analyzing similarities and differences)	10	2

<p>Writing for Specific Purposes and Audiences:</p> <ul style="list-style-type: none"> • Different types of purposes (to inform, to analyze, to persuade, to entertain etc.). • Writing for academic audiences (formality, objectivity, and academic conventions). • Writing for public audiences (engaging, informative and persuasive language). • Different tones and styles for specific purposes and audiences. 	10	2
<p>Ethical Considerations:</p> <ul style="list-style-type: none"> • Ensuring original writing (finding credible sources, evaluating information etc.). • Proper citation and referencing (APA, MLA, or other citation styles). • Integrating quotes and evidence (quoting, paraphrasing, and summarizing). • Avoiding plagiarism (ethical considerations and best practices). 	10	2

Recommended Instructional / Reading Materials:

1. "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.
2. "They Say / I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.
3. "Writing Analytically" by David Rosenwasser and Jill Stephen.
4. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
5. "The Elements of Style" by William Strunk Jr. and E.B. White.
6. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.
7. "Writing to Learn: How to Write - and Think - Clearly About Any Subject at All" by William Zinsser.
8. "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.
9. "The Art of Styling Sentences" by Ann Longknife and K.D. Sullivan.
10. "Writing Today" by Richard Johnson-Sheehan and Charles Paine.

QUANTATIVE REASONING (II)

Credit Hours: 03

Learning Outcomes/Objectives:

By the end of this course, students shall have:

1. Understanding of logic and logical reasoning.
2. Understanding of basic quantitative modeling and analyses.
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments.
4. Ability to critically evaluate quantitative information to make evidence-based decisions through appropriate computational tools.

Course Content:	MCQs	SEQs
Logic, Logical and Critical Reasoning: <ul style="list-style-type: none">• Introduction and the importance of logic.• Inductive, deductive, and abductive approaches of reasoning.• Proportions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences.• Logical fallacies.• Venn Diagrams.• Predicates and quantifiers. Quantitative reasoning exercises using logical reasoning concepts and techniques.	15	03
Mathematical Modelling and Analyses: <ul style="list-style-type: none">• Introduction to deterministic models.• Use of linear functions for modeling in real-world situations.• Modeling with the system of linear equations and their solutions.• Elementary introduction to derivatives in mathematical modeling.• Linear and exponential growth and decay models.• Quantitative reasoning exercises using mathematical modeling.	15	03
Statistical Modeling and Analyses: <ul style="list-style-type: none">• Introduction to probabilistic models.• Bivariate analysis, scatter plots.• Simple linear regression model and correlation analysis.• Basics of estimation and confidence interval.• Testing of hypothesis (z-test, t-test)• Statistical inference in decision making.• Quantitative reasoning exercises using statistical modeling.	15	03

Recommended Instructional / Reading Materials:

1. “Using and Understanding Mathematics: A Quantitative Reasoning Approach”
By Bennet, J. O., Briggs, W.L., & Badalamenti, A.
2. “Discrete Mathematics and its Applications” By Kenneth H. Rosen.
3. “Discrete Mathematics with Applications” By Susanna S. Epp.
4. “Applied Mathematics for Business, Economics and Social Sciences” by Frank S Budnick.
5. “Elementary Statistics: A Step-by-Step Approach” by Allan Bluman.
6. “Introductory Statistics” by Prem S. Mann.
7. “Applied Statistical Modeling” by Salvatore Babones “Barons SAT” by Shavron Weiner Green, M.A and Ira K. Wolf.

ISLAMIC STUDIES

Credit Hours: 02

Learning Outcomes/Objectives:

By the end of this course, students will be able to:

1. Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, spiritual values, and ethical principles.
2. Describe basic sources of Islamic law and their application in daily life.
3. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.

Course Content:	MCQs	SEQs
Introduction to Islam: <ul style="list-style-type: none">• Definition of Islam and its core beliefs.• The Holy Quran (introduction, revelation, and compilation).• Hadith and Sunnah (compilation, classification, and significance).• Key theological concepts and themes (Tawhid, Prophet hood, Akhirah etc.)	05	1
Sirah of the Holy Prophet (Peace Be Upon Him) as Uswa-i-Hasana: <ul style="list-style-type: none">• Life and legacy of the Holy Prophet PBUH.• Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc.)	05	1
Islamic History and Civilization: <ul style="list-style-type: none">• World before Islam.• The Rashidun Caliphate and expansion of Islamic rule.• Contribution of Muslim scientists and philosophers in shaping world civilization.	05	1
Islamic Jurisprudence (Fiqh): <ul style="list-style-type: none">• Fundamental sources of Islamic jurisprudence.• Pillars of Islam and their significance.• Major schools of Islamic Jurisprudence.• Significance and principles of ijtiḥad.	05	1
Family and Society in Islam: <ul style="list-style-type: none">• Status and rights of women in Islamic teachings.• Marriage, family, and gender roles in Muslim society.• Family structure and values in Muslims society.	05	1
Islam and the Modern World: <ul style="list-style-type: none">• Relevance of Islam in the modern world (globalization, challenges, and prospects).• Islamophobia, interfaith dialogue, and multiculturalism.• Islamic viewpoint towards socio-cultural and technological changes.	05	1

Recommended Instructional / Reading Materials:

1. "The Five Pillars of Islam: A Journey Through the Divine Acts of Worship" by Muhammad Mustafa Al-Azarni.
2. "The Five Pillars of Islam: A framework for Islamic Values and Character Building" by
3. Musharraf Hussain.
4. "Towards Understanding Islam" by Abul A' la Mawdudi.
5. "Islami Nazria e Hayat" by Khurshid Ahmad.
6. "An Introduction to Islamic Theology" by John Renard.
7. "Islamic Civilization Foundations Belief & Principles" by Abul A' la Mawdudi.
8. "Women and Social Justice: An Islamic Paradigm" by Dr. Anis Ahmad.
9. "Islam: Its Meaning and Message" by Khurshid Ahmad.

BASIC BIOCHEMISTRY

03 CREDIT HOURS

Learning Outcomes/Objectives:

1. Students will be able to apply chemical principals to biological phenomena.
2. They will develop knowledge of the structure and function of the major classes of biological molecules and their role in cellular structure, function and bioenergetics. ‘
3. They will know the clinical outcomes of any change in the structure and functions of these biological molecules.

Course Content:	MCQs	SEQs
Carbohydrate metabolism, Glycolysis, TCA (Tricarboxylic acid cycle) Gluconeogenesis, Glycogen metabolism, metabolism of monosaccharide and disaccharides, Pentose phosphate shunt, Glycosaminoglycan and Glycoproteins, carbohydrate metabolism disorders	5	1
(a) Introduction of carbohydrates, Introduction of lipids. (b) Bioenergetics and oxidative phosphorylation.	3+2	0.5+0.5
Disposal of nitrogen, amino acid degradation and synthesis, conversion of amino acids to specialized product and amino acid metabolism disorders	5	1
Dietary lipid metabolism, Fatty acid triacylglycerol metabolism, complex lipid metabolism, cholesterol and sterol metabolism. Lipid metabolism disorders	5	1
(a)Amino acids, structure of proteins (b) Globular proteins, hemoglobin, myoglobin, Hemoglobinopathies, xenobiotic.	2+3	0.5+0.5
Vitamins, nutrition, obesity and diabetes mellitus	4	1
(a)Cell structure, cell to cell signaling and cytoskeleton, receptors Water and PH balance, The feed/fast cycle, Metabolic effects of insulin and glucagon. (b)Nucleotide metabolism	3+2	0.5+0.5
(a)Enzymes classifications, functions, its regulation and diagnostic significance, Michaelis Menten equation. (b) Fibrous proteins collagen and elastin synthesis and their disorders, Hormones.	2+2	0.5+0.5
DNA structure, replication and repair, RNA structure synthesis and processing, protein synthesis, regulation of gene expression, Biotechnology and human disease	7	1

Recommended Instructional / Reading Materials:

1. Lippincott's illustrated review by Pamela C.Champe latest edition (8th)
2. Harpers Illustrated Biochemistry by Peter J Kennelly, Victor W Rodwell latest edition (32nd)

BASIC PHYSIOLOGY
03 CREDIT HOURS

Learning Outcomes/Objectives:

The students will be able to:

1. Acquire knowledge of various aspects of human physiology

Course Content:	MCQs	SEQs
Digestion and absorption of macromolecules (carbohydrate, lipid and protein)	5	1
Hormones (introduction, classification, mechanism of action, biological functions of thyroid, parathyroid, pituitary, adrenal, gonadal and pancreatic hormones)	9	2
Blood (composition, characteristics, functions, hemoglobin, synthesis, degradation, coagulation and clotting factors, blood pressure, blood groups, buffers)	9	2
Respiration (structure and functions of lungs, transport of oxygen and carbon dioxide)	6	1
Specialized tissue: muscle	6	1
Specialized tissue: kidney structure and functions, acid base, electrolyte and water balance	5	1
Specialized tissue: liver (structure and functions)	5	1

Recommended Instructional / Reading Materials:

4. Guyton and Hall Text book of Physiology 14th ed

FUNDAMENTAL OF NURSING-II

02 CREDIT HOURS

Learning Outcomes/Objectives:

Students will be able to:

1. Identify the prescribed standards of nursing care set by the institution.
2. Begin to identify the importance of evaluation in his/her nursing practice.
3. Identify relevant sources, which contribute to personal and professionals growth.
4. Begin to use the nursing process to deliver safe nursing care to individuals.
5. Begin to understand the knowledge derived from Humanities, Natural and Behavioral Sciences, when providing nursing care to clients.
6. Identify basic principle that protection against
7. Use critical thinking skills in selecting nursing intervention and outcomes for the planning of care setting.
8. Perform all basic nursing skills safely and accurately at clinical settings

Course Content:	MCQs	SEQs
<u>Unit- I</u> Nursing Process <u>Nursing Process:</u> <ol style="list-style-type: none">1. Define nursing process.2. Describe the purposes of nursing process.3. Identify the components of the nursing process.4. Discuss the requirements for effective use of the nursing process5. Describe the functional health approach to the nursing process. <u>Nursing Assessment:</u> <ol style="list-style-type: none">1. Describe the assessment phase of the nursing process.2. Discuss the purpose of assessment in nursing practice.3. Identify the skills required for nursing assessment.4. Differentiate the three major activities involved in nursing assessment.5. Describe the process of data collection.6. Perform a nursing assessment using a functional health approach. <u>Nursing Diagnosis:</u> <ol style="list-style-type: none">1. Define diagnosis in relation to the nursing process.2. State the meaning of nursing diagnosis3. Describe the components of a nursing diagnosis4. Differentiate between a nursing diagnosis and medical diagnosis.5. Identify the clinical skills needed to make nursing diagnoses.6. Formulate nursing diagnoses according to NANDA list. <u>Outcome Identification and Planning:</u> <ol style="list-style-type: none">1. Define outcome identification and planning2. Explain the purposes of outcome identification and planning.3. Describe the components of the nursing plan of care.	6	1

<p>4. Use a functional health approach to plan client care.</p> <p><u>Implementation and evaluation:</u></p> <ol style="list-style-type: none"> 1. Define implementation and evaluation 2. Discuss the purposes of implementation and evaluation 3. Describe clinical skills needed to implement the nursing plan of care. 4. Describe activities the nurse carries out during the evaluation phase of the nursing process. 5. Use a functional approach to implement and evaluate client care. <p><u>Communication of the Nursing Process: Documenting and Reporting:</u></p> <ol style="list-style-type: none"> 1. Describe the purposes of the client record 2. List the principles of charting 3. Discuss the guidelines of documentation. 4. Discuss the importance of confidentiality in the documenting and reporting. <p><u>Critical Thinking:</u></p> <ol style="list-style-type: none"> 1. Explain the importance of critical thinking in nursing. 2. Discuss definitions of, characteristics of, and skills used in critical thinking. 3. Identify the three major factors that affect thinking. 4. Explore ways to enhance and develop critical thinking skills especially as applied to nursing. 5. Set personal goals for developing critical thinking skills. 		
<p><u>UNIT II:</u> Concept of Value Belief</p> <ol style="list-style-type: none"> 1. Define value/belief pattern 2. Explain how behaviors related to values 3. Identify sources of professional nursing values 4. Apply cultural and developmental perspective when identifying values 5. 5. Examine values conflict and resolution in nursing care situations 	2	0
<p><u>UNIT III:</u> Self-Concept and Self Perception</p> <ol style="list-style-type: none"> 1. Define self-perception/ self-concept pattern 2. Describe the functions of self and self-concept 3. Discuss how self-concept develops throughout the life span 4. Discuss factors that can affect self-concept 5. Identify possible manifestation of altered self-concept 6. Apply nursing process for a person with an altered self-concept 	2	0
<p><u>UNIT IV:</u> Concept of Pain (Different Therapies)</p> <ol style="list-style-type: none"> 1. Define the process of pain (physiological changes) 2. Describe the different theories of pain theory 3. Differentiate between acute and chronic pain 4. Discuss the non-pharmacologic interventions pain management. 5. Identify pharmacologic interventions for pain management 	2	1
<p><u>UNIT V:</u> Concept of Nutrition and Dietary</p> <ol style="list-style-type: none"> 1. Define nutrition/metabolic pattern. 2. Review essential nutrients and examples of good dietary sources for each 	2	1

<ol style="list-style-type: none"> 3. Review normal digestion, absorption, and metabolism of carbohydrates, fats, and proteins. 4. Discuss nutritional considerations across the life span 5. List factors that can affect dietary pattern 6. Describe manifestations of altered nutrition 7. Explain nursing interventions to promote optimal nutrition and health 8. Apply nursing process for client with altered nutritional status 		
<p><u>UNIT VI:</u> Concept of Elimination</p> <ol style="list-style-type: none"> 1. Define elimination pattern 2. Discuss common problems of elimination. 3. Identify nursing interventions for common problems of fecal elimination. 4. Discuss common problem of Urinary Elimination 5. Identify nursing intervention for common urinary problems 6. Describe factors that can alter urinary function 7. Discuss nursing process for a patient with altered elimination pattern. 	2	1
<p><u>UNIT VII:</u> Concept of Sleep</p> <ol style="list-style-type: none"> 1. Define rest and sleep pattern 2. Define terms related to rest and sleep 3. Compare the characteristics of sleep and rest 4. Discuss the characteristics of two kinds of sleep 5. Enumerate the functions of sleep. 6. Discuss factors affecting sleep. 7. Identify common sleep disorders. 8. Identify conditions necessary to promote sleep. 9. Discuss nursing process for a patient to promote sleep. 	2	1
<p><u>UNIT VIII:</u> Human Responses to Illness</p> <ol style="list-style-type: none"> 1. Define coping stress tolerance pattern 2. Differentiate the concepts of stress as a stimulus, response, and transaction. 3. Identify physiological and psychological manifestations of stress. 4. Discuss Factors affecting coping pattern during hospitalization. 5. Describe various types of coping pattern. 6. Discuss the nursing process related to coping stress pattern. 	2	0
<p><u>UNIT IX:</u> Concept of Sexuality</p> <ol style="list-style-type: none"> 1. Review the Anatomy and physiology of the male and female reproductive system 2. Describe normal sexual pattern 3. Relate sexuality to all stages of life cycle 4. Identify factors that effects sexual functioning 5. Describe common risks and alteration in sexuality. 6. Understand the nursing process as it relates to sexual functioning 	2	0
<p><u>UNIT X:</u> Concept of Loss & Grieving and Death and Dying</p>	2	0

<ol style="list-style-type: none"> 1. Assess the physiologic signs of death. 2. Identify beliefs and attitude about death in relation to age. 3. Discuss the various ways of helping the dying patient meet his/her physiological, spiritual and emotional needs 4. Discuss care of the body after death. 5. Discuss the legal implications of death. 6. Describe how a nurse meets a dying patient's needs of comfort. 7. Discuss important factors in caring for the body after death. 8. List changes that occur in the body after death. 9. Define terms related to loss and grieving. 10. Discuss Kubler-Ross' theory to assess grieving behaviors. 11. Identify common manifestations of grief 12. Discuss the effects of multiple losses on the grief process 13. Apply the nursing process to grieving clients. 		
<p><u>UNIT XI:</u> Concept of Stress & Coping</p> <ol style="list-style-type: none"> 1. Define stress 2. Enlist the Stages of General Adaptation Syndrome 3. Discuss Common Stress Associated 4. Discuss Sources of Stress 5. Overview of Terminology 6. Enlist Causes of Stress 7. Differentiate Types of Stressors 8. Enlist Signs & Symptoms of Stress 9. Elaborate Promote Adaptive Coping 10. Avoid Maladaptive Coping 	2	1
<p><u>UNIT XII:</u> Oral Medication</p> <ol style="list-style-type: none"> 1. Introduction to Medication Administration 2. Discuss Essential Components of a Medication Order 3. Enlist Rights of medication administration 4. Discuss Nurse's Responsibility for Medication Administration 5. Differentiate Routes of Medication 6. Enlist types of Oral Medications 7. Documentation 8. Enlist Types of Syringes 	2	0
Parental Medication	2	0
Total	30	6

Recommended Instructional / Reading Materials:

1. Fundamentals of Nursing" by Barbara Kozier and Glenora Erb,12th edition, 2018

FUNDAMENTAL OF NURSING -II Clinical

Learning Outcomes/Objectives:

The student will be able to:

- Apply hot water bag
- Apply Cold Compresses
- Apply bandages including wound dressing
- Perform nebulization/steam therapy
- Perform suctioning technique.
- Perform care of drainage bags (catheter)
- Implement Sitz bath
- Administer Suppositories, Enema, Flatus Tube
- Collect specimen (sputum, urine, stool)
- Perform urine Testing through dipstick

S #	List of Skills Lab	OSPE/OSCE
1	Application of hot water bag	01
2	Application of Cold Compresses	01
3	Applying bandages including wound dressing	01
4	Performing nebulization/steam therapy	01
5	Apply suction therapy.	01
6	Care of drainage bags (catheter)	01
7	Sitz bath	01
8	Elimination: Suppositories, Enema, Flatus Tube	01
9	Specimen Collection	01
10	Urine Testing through dipstick	01
11	Administration of oral medication	01
12	Administration of Intramuscular injection	01
13	Administration of Intradermal injection	01
14	Administration of intravenous injection	01
15	Administration of subcutaneous medication	01

Recommended Instructional / Reading Materials:

1. Fundamentals of Nursing" by Barbara Kozier and Glenora Erb,12th edition, 2018

SEMESTER 3

GENERAL PATHOLOGY 03 CREDIT HOURS

Learning Outcomes/Objectives:

The students will be able to:

1. To understand the basic terminologies in different pathological states
2. To elaborate the cell injuries, necrosis, their types and practical applications of pathology

Course Content	MCQs	SEQs
Cellular response to stress and toxic insults a) Adaptation (Hyperplasia, Atypia, Hypertrophy, Metaplasia) b) Cell Injury (causes, morphological alterations and mechanisms of Reversible/Irreversible cell injury) c) Cell Death (Necrosis, Apoptosis) d) Intracellular Accumulations and Pathological calcification	5	1.5
Inflammation and Repair a) Acute Inflammation b) Chronic inflammation c) Tissue repair	8	2
Hemodynamic Disorders, Thromboembolic Disease, and Shock a) Hyperemia and Congestion b) Hemostasis, Hemorrhagic Disorders, and Thrombosis c) Embolism d) Infarction e) Shock	5	1
Diseases of the Immune System a) Normal immune response b) Hypersensitivity	5	1
Neoplasia a) Nomenclature b) Characteristics of benign and malignant neoplasms c) Clinical aspects of neoplasia d) Diagnosis and treatment of Cancer in general, fate, survival and prognosis with tumors	8	2
Infectious Diseases a) General Principles of Microbial Pathogenesis	4	0.5
Environmental and Nutritional Diseases a) Injury by physical agents (mechanical trauma, thermal injury, electrical injury, radiation injury) b) Nutritional diseases	5	0.5
Miscellaneous topics a) Anemia b) Fever c) Hypertension d) Diarrhea e) Peptic & duodenal ulcer	5	0.5

Recommended Books/ Reading Materials

1. Oxford Handbook of Clinical Pathology (Oxford Medical Handbooks) 2nd Edition by James Carton.
2. Robbins & Cotran Pathologic Basis of Disease by Vinay Kumar, Abul K. Abbas, Jon C. Aster, 10th Edition.

APPLICATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Credit Hours: 03 (2+1)

Learning Outcomes/Objectives:

1. Explain the fundamental concepts, components, and scope of Information and Communication Technologies (JCT).
2. Identify uses of various ICT platforms and tools for different purposes.
3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
4. Understand the ethical and legal considerations in use of ICT platforms and tools.

Course Content:	MCQs	SEQs
Introduction to Information and Communication Technologies: <ul style="list-style-type: none"> • Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.). • Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.). • Emerging technologies and future trends. 	05	01
Basic ICT Productivity Tools: <ul style="list-style-type: none"> • Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web. • Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.). • Microsoft Office Suites (Word, Excel, PowerPoint). • Google Workspace (Google Docs, Sheets, Slides). • Dropbox (Cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft Office integration). • Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas). • Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.). • Social media applications (LinkedIn, Facebook, Instagram, etc.). 	10	02
ICT in Education: <ul style="list-style-type: none"> • Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.). • Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.). • Interactive multimedia and virtual classrooms. ICT in Health and Well-being: <ul style="list-style-type: none"> • Health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple Health, Xiaomi Mi Band, Run keeper, etc.). • Telemedicine and on-line health consultations (OLADOC, Sehat Kahani, 	05	01

Marham, etc.).		
ICT in Personal Finance and Shopping: <ul style="list-style-type: none"> • Online banking and financial management tools (jazz Cash, Easypaisa, Zong, Pay May, 1LINK and MNET, Keenu Wallet, etc.). • E-commerce platforms (Daraz.pk, Telemart, Shophive, etc.) Digital Citizenship and Online Etiquette: <ul style="list-style-type: none"> • Digital identity and online reputation. • Netiquette and respectful online communication. • Cyberbullying and online harassment. 	05	01
Ethical Considerations in Use of ICT Platforms and Tools: <ul style="list-style-type: none"> • Intellectual property and copyright issues. • Ensuring originality in content creation by avoiding plagiarism and unauthorized use of information sources. • Content accuracy and integrity (ensuring that the content shared through ICT platforms is free from misinformation, fake news, and manipulation). 	05	01

Practical Requirements	OSPE/ Performances
<p>As part of the overall learning requirements, the course will include:</p> <ol style="list-style-type: none"> 1. Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), spreadsheet software (e.g., Microsoft Excel) among such other tools. Students may be assigned practical tasks that require them to create documents, presentations, and spreadsheets etc. 2. Assigning of tasks that involve creating, managing, and organizing files and folders on both local and cloud storage systems. Students will practice file naming conventions, creating directories, and using cloud storage solutions (e.g., Google Drive, OneDrive). 3. The use of online learning management systems (LMS) where students can access course materials, submit assignments, participate in discussion forums, and take quizzes or tests. This will provide students with the practical experience with online platforms commonly used in education and the workplace. 	05

Suggested instructional/ Reading Materials

1. "Discovering Computers" by Vermaat, Shaffer, and Freund.
2. "GO! with Microsoft Office" Series by Gaskin, Vargas, and McLellan.
3. "Exploring Microsoft Office" Series by Grauer and Poatsy.
4. "Computing Essentials" by Morley and Parker.
5. "Technology in Action" by Evans, Martin, and Poatsy.

CIVICS AND COMMUNITY ENGAGEMENT

Credit Hours: 02

Learning Outcomes/Objectives:

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful co-existence.

Course Content:	MCQs	SEQs
Civics and Citizenship: <ul style="list-style-type: none">• Concepts of civics, citizenship, and civic engagement.• Foundations of modern society and citizenship.• Types of citizenship: active, participatory, digital, etc State, Government and Civil Society: <ul style="list-style-type: none">• Structure and functions of government in Pakistan.• The relationship between democracy and civil society.• Right to vote and importance of political participation and representation.	05	01
Rights and Responsibilities: <ul style="list-style-type: none">• Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.• Civic responsibilities and duties.• Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.)	05	01
Community Engagement: <ul style="list-style-type: none">• Concept, nature and characteristics of community.• Community development and social cohesion.• Approaches to effective community engagement.• Case studies of successful community driven initiatives.	05	01
Advocacy and Activism: <ul style="list-style-type: none">• Public discourse and public opinion.• Role of advocacy in addressing social issues.• Social action movements.	05	01
Digital Citizenship and Technology: <ul style="list-style-type: none">• The use of digital platforms for civic engagement.• Cyber ethics and responsible use of social media.• Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.	05	01

<p>Diversity, Inclusion and Social Justice:</p> <ul style="list-style-type: none"> • Understanding diversity in society (ethnic, cultural, economic, political etc.). • Youth, women and minorities' engagement in social development. • Addressing social inequalities and injustices in Pakistan. • Promoting inclusive citizenship and equal rights for societal harmony and peaceful co-existence. 	05	01
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SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education.
2. "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
3. "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
4. "Digital Citizenship in Action: Empowering Students to Engage in Online Communities" by Kristen Mattson.
5. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.
6. "Community Engagement: Principles, Strategies, and Practices" by Becky J. Feldpausch and Susan M. Omilian.
7. "Creating Social Change: A Blueprint for a Better World" by Matthew Clarke and Marie-Monique Steckel

ENTREPRENEURSHIP

Credit Hours: 02

Learning Outcomes/Objectives:

1. Knowledge of fundamental entrepreneurial 2 concepts, skills and process.
2. Understanding on different personal, social and financial aspects associated with entrepreneurial activities.
3. Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on export businesses;
4. Ability to apply knowledge, skills and competencies acquired in the course to develop a feasible business plan.

Course Content:	MCQs	SEQs
Introduction to Entrepreneurship: <ul style="list-style-type: none">• Definition and concept of entrepreneurship.• Why to become an entrepreneur?• Entrepreneurial process.• Role of entrepreneurship in economic development.	05	01
Entrepreneurial Skills: <ul style="list-style-type: none">• Characteristics and qualities of successful entrepreneurs (including stories of successes and failures).• Areas of essential entrepreneurial skill and ability such as creative and critical thinking. innovation and risk-taking abilities etc.	05	01
Opportunity Recognition and Idea Generation: <ul style="list-style-type: none">• Opportunity identification, evaluation and exploitation,• Innovative idea generation techniques for entrepreneurial ventures. Marketing and Sales <ul style="list-style-type: none">• Target market identification and segmentation;• Four P's of Marketing• Developing a marketing strategy.• Branding	05	01
Financial Literacy <ul style="list-style-type: none">• Basic concepts of income, savings and investments• Basic concepts of assets, liabilities and equity• Basics of revenue and expenses• Overview of cash-flows• Overview of banking products including Islamic modes of financing• Sources of funding for startups (angel financing, debt financing, equity financing etc.)	05	01
Team Building for Startups: <ul style="list-style-type: none">• Characteristics and features of effective teams• Team building and effective leadership for startups	05	01
Regulatory Requirements to Establish Enterprises in Pakistan: <ul style="list-style-type: none">• Types of enterprises (eg, sole proprietorship, partnerships private limited companies etc.).• Intellectual property rights and protection	05	01

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Regulatory requirements to register an enterprise in Pakistan, with special emphasis on sport firms • Taxation and financial reporting obligation | | |
|--|--|--|

SUGGESTED INSTRUCTIONAL/READING MATERIALS

1. "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringer and R. Duane Ireland.
2. "Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko.
3. "New Venture Creation: Entrepreneurship for the 21st Century" by Jeffrey A. Timmons, Stephen Spinelli Jr., and Rob Adams.
4. "Entrepreneurship: A Real-World Approach" by Rhonda Abrams.
5. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries.
6. "Effectual Entrepreneurship" by Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, and Anne-Valérie Ohlsson.

ADULT HEALTH NURSING-I

Credit Hours: 2

Learning Outcomes/Objectives:

By the end of the course, the learners will be able to:

1. Discuss the disease process, medical and surgical management, including patient's education for client's experiencing following disorders:
 - a. Hematology Disorders
 - b. Immunological Disorders
 - c. Fluid, Electrolyte and Acid Base Balance and Imbalance
 - d. Gastrointestinal Disorders
 - e. Genitourinary Disorders
2. Discuss the purposes, indications and the nursing care of clients undergoing medical, surgical and diagnostic procedures related to the above-mentioned disorders.
3. Utilize nursing process when caring for adult clients and their families related to above-mentioned disorders.
4. Integrate knowledge of pathophysiology, nutrition & pharmacology for clients experiencing the above-mentioned disorders.
5. Begin to recognize the need for integrating research-based information in the care of clients.
6. Demonstrate awareness of the importance of legal and ethical issues in nursing practice.

Course Content	MCQs	SEQs
UNIT –I Gastrointestinal Tract Disorders of mouth and esophagus: <ul style="list-style-type: none"> • Stomatitis • Oral cancer/tumor • Salivary gland disorders • Gastro esophageal reflux disorder • Diverticula • Hiatal hernia • Achalasia • Esophageal cancer/tumor 	3	0
Disorders of stomach <ul style="list-style-type: none"> • Gastritis • Ulcer disease • Gastric carcinoma Disorders of small and large intestine: <ul style="list-style-type: none"> • Irritable bowel syndrome • Hernias • Intestinal obstruction • Hemorrhoids • Colorectal cancer • Appendicitis • Peritonitis • Ulcerative colitis • Chron's disease 	3	1

<ul style="list-style-type: none"> • Anorectal abscess • Anal fissure • Anal fistula <p>Alteration in hepatobiliary system:</p> <ul style="list-style-type: none"> • Pancreatitis • Pancreatic pseudocyst/abscess • Pancreatic carcinoma • Hepatic abscess • Cancer of liver • Cirrhosis of liver • Cholecystitis • Cancer of gall bladder • Cholelithiasis • Cancer of gall bladder 	4	1
<p>UNIT II: Fluid, Electrolyte, and Acid Base Balance & Imbalances:</p> <ul style="list-style-type: none"> • Fluid volume excess • Fluid volume deficit • Respiratory Acidosis • Respiratory Alkalosis • Metabolic Acidosis • Metabolic Alkalosis 	4	1
<p>UNIT III: Genitourinary Tract (Gut) Disorders</p> <ul style="list-style-type: none"> • Urinary tract infections • Renal abscess & tuberculosis Glomerulonephritis (immunologic disorder) Urethral strictures, hydroureter and hydronephrosis • Urinary incontinence/ Retention & Urinary Calculi • Acute & Chronic Renal failure • Urinary Bladder and Renal cell carcinoma 	4	1
<p>UNIT IV: Reproductive Disorders</p> <ul style="list-style-type: none"> • Reproductive tract Infections • Menstrual Disorders • Dysfunctional uterine bleeding • Menopause • Endometriosis • Pelvic inflammatory disease • Uterine prolapse • Cystocele • Rectocele • Fistulas • Infertility • Ectopic Pregnancy • Abortion • Hydatidiform mole • Ovarian cyst • Ovarian tumor and cancer 	5	1

<ul style="list-style-type: none"> • Uterine tumor/ fibroids • Breast cancer <p>Male Reproductive Disorders:</p> <ul style="list-style-type: none"> • Benign prostate hypertrophy • Erectile dysfunction • Prostate and testicular cancer • Infertility 		
<p>UNIT V: Haematology Disorders</p> <ul style="list-style-type: none"> • Sickle cell anemia. • Immune hemolytic Anemia • Iron deficiency anemia • Vitamin B12 deficiency anemia • Folic acid deficiency anemia • Aplastic anemia. • Leukemia • Hodgkin disease & non-Hodgkin lymphoma • Autoimmune and thrombotic Thrombocytopenic purpura • DIC 	4	0
<p>UNIT VI: Immunological Disorders</p> <ul style="list-style-type: none"> • HIV/ AIDS • Hypersensitivity and autoimmunity disorders 	3	1
Total	30	6

Recommended Books/ Reading Materials

1. BRUNNER & SUDDARTH'S TEXTBOOK OF MEDICAL-SURGICAL NURSING 15TH/ED
2. Medical-Surgical Nursing: Assessment and Management of Clinical Problems" by Sharon L. Lewis, Linda Bucher, Margaret M. Heitkemper, and Mariann M. Harding (Saunders, an imprint of Elsevier) 11th Edition 2019
3. "Medical-Surgical Nursing Made Incredibly Easy!" by Lippincott Williams & Wilkins 4th edition 2019

ADULT HEALTH NURSING-I CLINICAL

Credit Hours: 2

Learning Outcomes/Objectives:

The students will be able to perform following procedures using relevant guidelines:

- IV Cannulation
- Blood transfusion and related products
- IV Medications
- NG Tube insertion and removal
- NG tube feeding
- Male and female urinary catheterization
- Removal of urinary catheter
- Ostomy Care

Sr. No	List of Clinical Skills	OSCE/OSPE
1	IV Cannulation	1
2	Blood transfusion and related products	1
3	IV Medications	1
4	NG Tube insertion	1
5	NG Tube removal	1
6	NG tube feeding	1
7	Male urinary catheterization	1
8	Female Urinary Catheterization	1
9	Removal of urinary catheter	1
10	Ostomy Care	1
Total		10

Recommended Instructional / Reading Materials:

1. BRUNNER & SUDDARTH'S TEXTBOOK OF MEDICAL-SURGICAL NURSING 15TH/ED
2. Medical-Surgical Nursing: Assessment and Management of Clinical Problems" by Sharon L. Lewis, Linda Bucher, Margaret M. Heitkemper, and Mariann M. Harding (Saunders, an imprint of Elsevier) 11th Edition 2019
3. Lippincott nursing procedures 9th edition 2022
4. Fundamentals of Nursing" by Barbara Kozier and Glenora Erb was the 10th edition, 2018

HEALTH ASSESSMENT-I

CREDIT HOURS: 01

Learning Outcomes/Objectives:

The students will be able to:

1. Systematically assess the health status of an individual by obtaining a complete health history using interviewing skills appropriately.
2. Utilize proper techniques of observation and physical examination in assessing various body systems.
3. Differentiate normal from abnormal findings.
4. Record findings in an appropriate manner.
5. Demonstrate an awareness of the need to incorporate health assessment as part of their general nursing practice skills.
6. Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in assessment & analysis of data collected.

Course Content	MCQs	SEQs
UNIT I: Introduction to Health Assessment Concepts <ul style="list-style-type: none">• Discuss the need for health assessment in general nursing practice.• Explain the concepts of health, assessment, data collection, and diagnosis.• Identify types of health assessments• Document health assessment data using a problem-oriented approach.	1	0
Unit II: Interviewing Skills and Health History <ul style="list-style-type: none">• Explain the purpose, process & principles of interviewing.• Describe the content and format used to obtain a health history.• Discuss the process of investigating positive findings during the health history.• Practice obtaining and recording a client health history.• Practice utilizing therapeutic skills with a learner's partner.• Identify strengths and weaknesses via observation of a videotaped interaction and self/peer analysis.• Interview patient in clinical and collect feedback from colleagues and faculty about use of therapeutic communication	2	1
UNIT III: Introduction to Physical Examination (Pe) and the General Survey <ul style="list-style-type: none">• Identify the general principles of conducting an examination.• Identify the equipment needed to perform a physical examination.• Describe the appropriate use & technique of inspection, palpation, percussion & auscultation. 4. Discuss the procedure & sequence for performing a general assessment of a client.• Discuss the guidelines for documenting physical examination.• Document the PE findings of patients in PE documentation sheet on an ongoing basis.	3	1

<p>UNIT IV: Assessment of the Skin, Head & Neck</p> <ul style="list-style-type: none"> • Describe the component of health history that should be elicited during the assessment of skin, head & neck. • Describe specific assessments to be made during the physical examination of the above systems. • Document findings. • Describe age related changes in the above systems & differences in assessment findings 	3	0
<p>UNIT V: Assessment of Nose, Mouth & Pharynx</p> <ul style="list-style-type: none"> • Describe the component of health history that should be elicited during the assessment of nose, mouth and pharynx. • Identify the structural landmarks of the nose, mouth and pharynx. • Describe specific assessments to be made during the physical examination of the above systems. • Document findings 	2	0
<p>UNIT VI: Assessment of the Abdomen, Anus & Rectum</p> <ul style="list-style-type: none"> • Discuss the pertinent health history questions necessary to perform the assessment of Abdomen, Anus and Rectum. • Describe the specific assessment to be made during the physical examination of the abdomen. 3. Discuss components of a rectal examination. • Document findings. • List the changes in abdomen that are characteristics of aging process 	2	1
<p>UNIT VII: Assessment of the Breast, Axilla & Genitalia</p> <ul style="list-style-type: none"> • Discuss the history questions pertaining to male and female breast and Genitalia assessment. • Perform a breast examination including axillary nodes and interpret findings. • Discuss components of a genital exam on a male or female. • Review components of a comprehensive reproductive history. • Document findings. • List the changes in breast, male & female genitalia that are characteristics of aging process 	2	0
<p>Total</p>	15	3

HEALTH ASSESSMENT Lab-I

Credit Hours: 1

Learning Outcomes/Objectives:

The students will be able to perform:

1. History taking and interview skills
2. Assessment of Skin, Head/Neck
3. Assessment of Nose, Mouth & Pharynx
4. Assessment of Abdomen, Anus & Rectum
5. Assessment of Breast, axilla & Genitalia

Sr. No	List of Skills	OSCE/OSPE
1	Health History taking and interview skills	1
2	Assessment of Skin, Head/Neck	1
3	Assessment of Nose, Mouth & Pharynx	1
4	Assessment of Abdomen, Anus & Rectum	1
5	Assessment of Breast, axilla & Genitalia	1
Total		5

Recommended Instructional / Reading Materials:

1. Weber, J. R., & Kelley, J. H. (2017). *Health assessment in nursing* (6th ed.). Lippincott Williams and Wilkins.
2. Bicklay, L. S. (2017). *Bates' guide to physical examination and history taking* (12th ed). Philadelphia: J. B. Lippincott.

PHARMACOLOGY-I

Credit Hours: 2

Learning Outcomes/Objectives:

The students will be able to:

1. Discuss the effects of different drugs on human body for example on gastrointestinal system, genitourinary system and immunology system
2. Relate the knowledge of drug with in terms of indication of use which would include disorders of different systems
3. Explain the rationale for using a particular drug/s for a patient.
4. Select appropriate nursing interventions for drugs given in clinical situations.
5. Impart teaching to the patient/family regarding medications, based on their needs.
6. Utilize nursing process to evaluate the need for and the effectiveness of the drug/s given to the patients.
7. Integrate the knowledge of legal and ethical issues in administration of drug.
8. Incorporate relevant research findings with guidance in development of new drug/s as a foundation for nursing practice.
9. Incorporate cognitive, interpersonal and technical skill derived from the humanities, natural and behavioral sciences when administrating medication to clients, keeping in mind principles of different drugs.
10. Calculate drug dosage accurately when administering oral and parental medications.

Course Content	MCQs	SEQs
UNIT I: Introduction to Pharmacology 1. Discuss the terminologies related to pharmacology 2. Discuss the history of pharmacology briefly 3. Identify the purposes of medication 4. Identify the source of medication 5. Discuss the classification of drugs 6. Describe the three types of drug supply system. 7. Discuss the drugs standards and legislation. 8. Identify resource to collect and utilize drug information. 9. Learn to prepare drugs cards	6	1
Unit II: Drugs used to prevent and treat infection 1. Define the most used drug category that is used to prevent and treat infections including antibiotics, antifungal, antiphlastic, antimalarials and antiviral drugs. 2. Briefly discuss action and effects of selected drug category 3. List some of the most commonly used drugs for each drug category 4. Discuss the nursing measures/patient education which can be taken if patient is using to treat and prevent infections.	6	2
UNIT III: Drugs Affecting the Gastrointestinal System 1. Discuss common symptoms / disorders for which gastrointestinal drugs are used 2. Describe uses and effects of gastrointestinal drugs 3. Describe the classification and action of drugs on the body	6	1

4. Identify the expected and adverse reactions of gastrointestinal drugs 5. Discuss the nursing responsibility related to gastrointestinal drugs 6. Calculate the drugs dosage accurately.		
UNIT IV: Drugs Affecting Hematology System 1. Describe uses and effects of drugs affecting hematology system 2. Describe the classification of drugs used in hematology disorders 3. Discuss the action of hematology drugs on the body 4. Identify the expected and adverse reactions of drugs affecting hematology system 5. Discuss the nursing responsibility related to drugs affecting hematology system 6. Calculate the drugs dosage accurately.	6	1
UNIT V: Anti-neoplastic-Drugs 1. Describe uses and effects of anti-neoplastic drugs 2. Describe the classification of anti-neoplastic drugs 3. Discuss the action of haematology drugs on the body 4. Identify the expected and adverse reactions of anti-neoplastic drugs 5. Discuss the nursing responsibility related to anti-neoplastic drugs 6. Calculate the drugs dosage accurately.	6	1
Total	30	6

Recommended Instructional / Reading Materials:

3. Lippincott's illustrated review by Pamela C.Champe latest edition (8th)
4. Harpers Illustrated Biochemistry by Peter J Kennelly, Victor W Rodwell latest edition (32nd)

MICROBIOLOGY

Credit Hours: 1

Learning Outcomes/Objectives:

The students will be able to:

1. Explain the necessity of the knowledge of Microbiology needed when providing nursing care to the clients.
2. Use basic principles of Microbiology in nursing practice, in a hospital and community environment.

Course Content	MCQs	SEQs
UNIT I: INTRODUCTION TO MICROBIOLOGY 1. Define microbiology. 2. Explain the importance of microbiology in nursing practice 3. List the contribution of the following scientists in the field of microbiology. ➤ A.V. Leuwenhoek ➤ F. Redi ➤ L. Pasteur ➤ R. Koch 4. Distinguish between eukaryotic and prokaryotic cell. 5. List some basic properties of virus 6. List basic nutritional requirements of microorganisms 7. Classify bacteria on the bases of their nutritional requirement and 8. Morphology	2	0
Unit II: CONTROL OF MICROORGANISMS 1. Explain importance of the control of microbial growth. 2. Describe some physical and chemical methods to control microbial growth 3. Define the terms i.e. sterilization, antiseptic, asepsis, aseptic, macrobiotic, microbiocidal, antibiotic etc. 4. Differentiate between broad spectrum and narrow spectrum antibiotics.	3	1
UNIT III: DEFENSE MECHANISMS OF THE BODY 1. Explain the role of good health in protection against the microbial infection. 2. Define resistance and susceptibility. 3. Define nonspecific resistance. 4. Describe the role of the skin and mucous membrane in nonspecific resistance. 5. Explain the process of phagocytosis. 6. Define the specific resistance, innate resistance and immunity. 7. Explain four types of acquired immunity. 8. Differentiate between humoral and cell mediated immunity. 9. Define antigens, happen and antibodies. 10. List the five classes of antibodies and their functions. 11. Explain the role of memory, tolerance and specificity in immunity. 12. Distinguish between primary and secondary immune response. 13. Define Hypersensitivity. 14. Differentiate between i.e. delayed and immediate Hypersensitivity.	3	1
UNIT IV: HUMAN AND MICROBIAL INTERACTION 1. Define normal flora of the body.	4	1

<ol style="list-style-type: none"> 2. Differentiate between resident and transient normal flora. 3. List at least three beneficial roles of normal flora. 4. Define nosocomial infections. 5. List at least three measures to control nosocomial infections. 6. Describe some pathogenic microbes and diseases i.e. tetanus, typhoid, 7. Cholera, diphtheria, tuberculosis, pertussis, mumps, measles, polio, 8. Influenza ascariasis, taeniasis and dermatomycosis. 		
UNIT V: MICROBIOLOGY IN EVERY DAY LIFE <ol style="list-style-type: none"> 1. Describe how microorganisms affects environment i.e. air, water and food. 2. List some safety measures to control water and food borne diseases. 3. Differentiate between food infection and food poisoning. 	3	0
Total	15	3

Recommended Instructional / Reading Materials:

1. Warren and Lavisson Medical Microbiology and immunology by Lange 14th edition,2016

IELTS ENGLISH I Credit Hours (2+0)

LEARNING OUTCOMES:

After the completion of this course, the learners will be able:

- To enhance and incorporate new lexical/vocabulary items.
- To reinvigorate the grammar and tense structure
- To read and comprehend with appropriate speed and adequate understanding utilizing different techniques
- To distinguish between the different context-based (social /educational) scenarios
- To learn effective interpersonal skills in formal and informal settings
- To express themselves with acceptable accuracy
- To activate and reinforce the abilities to understand the explicit and implicit texts

COURSE CONTENTS:

MODULES	WEEKS	TOPICS	REFERENCE MATERIALS
1A: READING	Week 01	READING (THEORY) <ul style="list-style-type: none"> • Silent and Aloud Reading • Active Reader and Passive Reader • Comprehension • Literal/ Lexical Comprehension • Add new/ difficult words in the Vocabulary Book <ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> • Beyond Decoding: The Behavioral and Biological Foundations of Reading Comprehension Edited by Richard K. Wagner, Christopher Schatschneider and Caroline Phythian-Sence • IELTS The Complete Guide to Academic Reading by Phil Biggerton. • 501 Reading Comprehension Questions 4th Edition. • Comprehension That Works by Danny Brassell & Timothy Rasinski. • Tips for IELTS Reading Academic / General Training Module By Adam Smith
			Worksheets British Council Skills: <ul style="list-style-type: none"> • Reading B1- Robot teachers

	Week 02	READING (PRACTICE TESTS)	<ul style="list-style-type: none"> • Reading B1- Social media influencers • Reading B1- The legend of fairies • Reading B1- Digital habits across generations • Reading B2- Work–life balance • Reading B2- Cultural expectations and leadership
2A: WRITING	Week 03	WRITING (THEORY) <ul style="list-style-type: none"> • Tenses • Subject/Verb Agreement • General Vocabulary • Topic Specific Vocabulary 	<ul style="list-style-type: none"> • Collins- Grammar for IELTS By Fiona Aish & Jo Tomlinson • Grammar, Usage, and Mechanics by Holt, Rinehart and Winston • 101 Helpful Hints for IELTS by Garry Adams and Terry Peck • Check your Vocabulary for English for the IELTS Examination By Rawdon Wyatt • IELTS The Vocabulary Files by Andrew Betis and Sean Haughton
	Week 04	WRITING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> • Cambridge IELTS 11 (General Training) Writing Test 1: Task 1 & 2, Test 2: Task 1 & 2, Test 3: Task 1 & 2, Test 4: Task 1 & 2 • Cambridge IELTS 12 (General Training) Writing Test 5: Task 1 & 2, Test 6: Task 1 & 2, Test 7: Task 1 & 2, Test 8: Task 1 & 2
3A: LISTENING	Week 05	LISTENING (THEORY) <ul style="list-style-type: none"> • Active / Passive Listening • Focused/Attentive Listening • Multi-tasking <ul style="list-style-type: none"> ○ Listening Sample Audios (Monologue and Conversational) 	<ul style="list-style-type: none"> • Erik Palmer - Teaching the Core Skills of Listening and Speaking- Association for Supervision & Curriculum Development (2013)

		<ul style="list-style-type: none"> • Add new/ difficult words heard from the Audio clips in the Vocabulary Book <ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> • Nixsali Leonardo, LCSW - Active Listening Techniques 30 Practical Tools to Hone Your Communication Skills (2020) • IELTS Listening Strategies for success, Academic and General by Matt McGinnies and Matt Cudmore • IELTS Vocabulary For Bands 6.5 and above By Pauline Cullen
	<p>Week 06</p>	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ○ At English Language Lab 	<p>Audio +Worksheets British Council Skills:</p> <ul style="list-style-type: none"> • Listening A1: Finding the Library • Listening A1: Shopping for Clothes • Listening A2: Understanding an Explanation • Listening A2: Transport Announcements • Listening B1: A Phone Call from a customer • Listening B1: A Student Discussion • Listening B2: A Business Interview • Listening B2: A Design Presentation
<p>4A: SPEAKING</p>	<p>Week 07</p>	<p>SPEAKING (THEORY)</p> <ul style="list-style-type: none"> • Public Speaking (Social setting) <ul style="list-style-type: none"> ○ Explanation ○ Rules ○ Employ everyday phrases. ○ Social cues ○ Sample Prompts ○ Employ correct sentence/ grammatical structure in conversations ○ Sample Prompts/ Topics 	<ul style="list-style-type: none"> • Public Speaking Principles and Practice by Irvah Lester Winter, Chapter 1 • Oral Communication: Skills, Choices, and Consequences, 4th Edition by Kathryn Sue Young, Howard Paul Travis • Collins- Grammar for IELTS By Fiona Aish & Jo Tomlinson

		<ul style="list-style-type: none"> • Lexical resource (Social Setting/ Topics) <ul style="list-style-type: none"> ○ Use appropriate and high vocabulary 	<ul style="list-style-type: none"> • Grammar, Usage, and Mechanics By Holt, Rinehart and Winston • Check your Vocabulary for English for the IELTS Examination By Rawdon Wyatt • IELTS The Vocabulary Files By Andrew Betis and Sean Haughton
	Week 08	<p>SPEAKING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ○ At English Language Lab 	<p>Tests</p> <ul style="list-style-type: none"> • IELTS Maximiser Educational Book Speaking <ul style="list-style-type: none"> ○ General (Questions) ○ Daily routines (Questions) • Cambridge IELTS 11 (General Training) Speaking Test 1-4 • Cambridge IELTS 12 (General Training) Speaking Test 1-4
MIDTERM EXAMINATION			
1B: READING	Week 09	<p>READING (THEORY)</p> <ul style="list-style-type: none"> • Reorganizational Comprehension • Scanning and Skimming <ul style="list-style-type: none"> ○ Explanation ○ Techniques and strategies • Add new/ difficult words in the Vocabulary Book <ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> • 501 Reading Comprehension Questions 4th Edition • Cambridge Objective IELTS By Michael Black & Wendy Sharp • IELTS The Complete Guide to Academic Reading By Phil Biggerton • Beyond Decoding: The Behavioral and Biological Foundations of Reading Comprehension Edited by Richard K. Wagner, Christopher Schatschneider and

			Caroline Phythian-Sence
	Week 10	READING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> • Cambridge IELTS 11 (General Training) Reading Test 1-4 • Cambridge IELTS 12 (General Training) Reading Test 1-4
2B: WRITING	Week 11	WRITING (THEORY) <ul style="list-style-type: none"> • Brainstorming (Mind maps, Spider gram) • Paragraph formation <ul style="list-style-type: none"> ○ Topic sentence ○ Supporting sentence ○ Concluding sentence • Coherence and Cohesion 	<ul style="list-style-type: none"> • The Easy Writer: Formal Writing for Academic Purposes 3rd Edition by Winifred Belmont and Michael Sharkey • Linking Words by Sylvia Chalker • Task 2 IELTS Writing By Adam Smith • IELTS on Track by Stephen Slater, Donna Millen, Pat Tyrie • Barron's IELTS 4th Edition
	Week 12	WRITING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> • Cambridge IELTS 13 (General Training) Writing Test 1: Task 1 & 2, Test 2: Task 1 & 2, Test 3: Task 1 & 2, Test 4: Task 1 & 2 • Cambridge IELTS 14 (General Training) Writing Test 1: Task 1 & 2, Test 2: Task 1 & 2, Test 3: Task 1 & 2, Test 4: Task 1 & 2
3B: LISTENING	Week 13	LISTENING (THEORY) <ul style="list-style-type: none"> • Contextual Listening (Social and Educational Context) <ul style="list-style-type: none"> ○ Explanation ○ Detect/Predict the tones, subtext, language and common phrases employed in audios of social and academic settings 	<ul style="list-style-type: none"> • IELTS Vocabulary For Bands 6.5 and above By Pauline Cullen • IELTS Listening Strategies for success, Academic and General by Matt McGinnies and Matt Cudmore

		<ul style="list-style-type: none"> ○ Listening sample audios (Monologue and Conversational) ● Add new/ difficult words heard from the Audio clips in the Vocabulary Book ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	
	Week 14	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ○ At English Language Lab 	<p>Audio +Worksheets</p> <p>British Council Skills:</p> <ul style="list-style-type: none"> ● Listening A1: Ordering in a cafe ● Listening A1: Meeting other students ● Listening A2: Missing a class ● Listening A2: Facts and Figures ● Listening B1: A Team Meeting About Diversity ● Listening B1: A Weather Forecast ● Listening B2: A Lecture about an Experiment ● Listening B2: A Digital Detox Podcast
4B: SPEAKING	Week 15	<p>SPEAKING (THEORY)</p> <ul style="list-style-type: none"> ● Public Speaking (Formal Setting) <ul style="list-style-type: none"> ○ Explanation ○ Rules ○ Formal Cues ○ Avoidance of Slangs ○ Sample Prompts ● Lexical resource (Formal Setting/ Topics) <ul style="list-style-type: none"> ○ Use appropriate and high vocabulary 	<ul style="list-style-type: none"> ● Interpersonal Communication Concepts, Skills, and Context by Kathleen S Verderber & Erina L MacGeorge ● Check your Vocabulary for English for the IELTS Examination By Rawdon Wyatt ● IELTS The Vocabulary Files By Andrew Betis and Sean Haughton ● Oral Communication: Skills, Choices, and Consequences, 4th Edition by Kathryn Sue Young, Howard Paul Travis

	Week 16	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> ○ At English Language Lab 	Tests <ul style="list-style-type: none"> • IELTS Maximiser Educational Book Speaking <ul style="list-style-type: none"> ○ Family (Questions) ○ Friends (Questions) ○ Home (Questions) • Cambridge IELTS 13 (General Training) Speaking Test 1-4 • Cambridge IELTS 14 (General Training) Speaking Test 1-4
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FINAL TERM EXAMINATION

SEMESTER 4

SPECIAL PATHOLOGY/ PATHOPHYSIOLOGY II

Credit Hours: 3

Learning Outcomes/Objectives:

The students will be able to:

1. Describe the factors in the environment, which contribute to produce changes in Physiological processes.
2. Discuss the relationship of normal body function with altered physiological mechanisms in disease process.
3. Integrate the knowledge of the basic principles of Pathophysiology in a hospital and community environment.

Course Content	MCQs	SEQs
Genetic Disorders a) Differentiate between Genetic & Congenital disorders b) Terminologies related to genetic disorders: Trisomy c) Monosomy, Polysomy d) The Chromosomal defects with special emphasis on aneuploidy e) The pathophysiology and the clinical manifestation of the following genetic disorders. f) Down's syndrome g) Turner's syndrome h) Klinefelter's syndrome	8	1
Endocrine & Metabolic Disorders a) Disorders of Growth Hormone b) Disorders of endocrine pancreas (Diabetes Mellitus) c) Disorders of Thyroid Gland & Parathyroid gland d) Disorders of Adrenal gland	10	2
Disorders of Neurological system a) Pain, and special senses i.e. eye & ear. b) CVA's & Stroke. c) The somatosensory pathway. d) The function of Nociceptors in response to pain information. e) The function of endogenous analgesic mechanism. f) The mechanism of pain relief with the use of heat, cold & TENS i.e. Transcutaneous electrical nerve stimulation. g) The major vessels in the cerebral circulation. h) Stroke, Risk factors and types of stroke i) Transient Ischemic Attacks (TIAS)	10	2
Disorder of Special Senses (Eye & ear) a) Disorder of Special Senses b) (Eye & ear) c) The Anatomy & Physiology of eye & ear d) some common visual & auditory dysfunction Glaucoma e) Tinnitus & hearing Loss	4	1
Disorder of Cardiovascular system a) Coronary circulation	8	2

<ul style="list-style-type: none"> b) (collateral arteries) c) Heart action i.e. conduction system, myocardial contraction & relaxation. d) The atherosclerosis e) The Frank Starling and Laplace's law. Preload, after load, & contractility. f) Ischemic heart diseases myocardial ischemia (angina & its types) myocardial infarction 		
Alteration in Musculoskeletal support and movement. (Trauma & Injury) <ul style="list-style-type: none"> a) (Trauma & Injury) b) Skeletal structures. c) The pathological processes of metabolic bone disease and inflammatory joint diseases 	5	1
Total Marks	45	09

Recommended Books/ Reading Materials

Porth, C., & Matfin, G. (2009). Pathophysiology: Concepts of altered health states (8th ed.). Wolters Kluwer Health/Lippincott Williams & Wilkins

Adult Health Nursing-II

Credit Hours: 4

Learning Outcomes/Objectives:

The students will be able to:

1. Demonstrate an ability to utilize nursing process in extending holistic care to adult patients with a variety of Cardiovascular, Respiratory,
2. Endocrine, Musculo-skeletal, Neurological and ENT (Ear, Nose and Throat) related disorders.
3. Describe the risk factors, etiology, signs & symptoms and integrate Pathophysiology of various disease processes using a nursing framework, (Functional Health pattern) to assess patient's needs and problems.
4. Discuss the need of using relevant research findings in designing appropriate nursing care for the patients.
5. Demonstrate an awareness of legal and ethical standards in caring for patients with various disorders in a variety of acute and intermediate care settings.

Course Content	MCQs	SEQs
Orthopedic Nursing a) Soft Tissue Injury b) Fracture and Amputation c) Paget's disease, Rheumatoid Arthritis d) Osteomyelitis osteoarthritis, Osteoporosis e) Bone tumors, bone tuberculosis	8	1
Endocrine Nursing a) Disorders of parathyroid glands b) Diabetic Mellitus. c) Hypoglycemia, Hyperglycemia and DKA. d) Thyroid gland Disorders e) Adrenal glands Disorders	12	2
Neurological Nursing a) Intra cranial pressure and Head injury b) Spinal cord injury and spinal cord injury (CVA) c) Infection/ inflammation of CNS d) Meningitis /encephalitis /Brain abscess e) Epilepsy / Seizures. f) Myasthenia Gravis (MG) / g) Guillain Barre Syndrome (GBS) h) Trigeminal Neuralgia i) Migraine / Headache j) Parkinson's disease, k) Alzheimer's disease l) Brain damage and special state of altered level of consciousness	12	3
Cardiovascular Disorders a) Atherosclerosis and aneurysm b) Varicose veins and venous thrombosis c) Hypertension d) Pericarditis, e) Myocarditis f) Endocarditis	10	2

g) Heart block and pacemaker h) Myocardial infarction (MI)		
Pulmonary Nursing a) Sinusitis b) Pharyngitis c) Tonsillitis d) Influenza e) Lung Abscess f) Pneumonia and its types g) COPD (chronic obstructive pulmonary disease) h) Acute respiratory failure i) Chest trauma j) Acute Respiratory distress syndrome k) Lung cancer	10	2
Eye and ENT Nursing a) Mastoiditis b) Meniere's disease c) Tonsillitis, d) Laryngitis and its Nursing management e) Cataract, Retinal detachment	4	1
Burns a) Define the Burns & Classification of burn. b) Rehabilitation and constructive management of Burns	4	1
Total Marks	60	12

Recommended Books/ Reading Materials

Brunner & Suddarth's Textbook Of Medical-Surgical Nursing 15th/Ed (Includes Online Access)

Adult Health Nursing-II Clinical

Credit Hours: 4

Learning Outcomes/Objectives:

The students will be able to perform following procedures using relevant guidelines

Serial #	Clinical Skills List	OSPE/OSCE
1.	Tracheostomy care	1
2	Suctioning (Tracheal)	1
3	Assist in procedures of Lumber puncture	1
4.	Assist in procedures of Thoracentesis	1
5.	Assist in procedures of Paracentesis	1
6.	Assist in procedures of Chest tube insertion	1
7.	Assist in procedures of C.T. Scan	1
8.	Assist in procedures of Cerebral Angiography	1
9.	Assist in procedures of Lumber puncture	1
10.	Assist in procedures of Myelogram	1
11.	Assist in procedures of Audiometric	1
12.	Assist in procedures of Thyroid scanning.	1
13.	Assist in procedure of X rays	1
14.	Skin Traction	1
15.	Application of plaster , cast	1
16.	Eye bandaging	1
17.	Eye irrigation	1
18.	Ear irrigation	1
19.	Blood Sugar Monitoring	1
20.	Cardiac monitoring /telemetry	1
	Total	20

Recommended Books/ Reading Materials

Brunner & Suddarth's Textbook of Medical-Surgical Nursing 15th/Ed (Includes Online Access)

HEALTH ASSESSMENT II

Credit Hours: 1

Learning Outcomes/Objectives:

The students will be able to:

1. Systematically assess the health status of an individual by obtaining a complete health history using interviewing skills appropriately.
2. Utilize proper techniques of observation and physical examination in assessing various body systems.
3. Differentiate normal from abnormal findings.
4. Record findings in an appropriate manner.
5. Demonstrate an awareness of the need to incorporate health assessment as part of their general nursing practice skills.
6. Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in assessment & analysis of data collected.

Course Content	MCQs	SEQs
Assessment of the Peripheral Vascular and Musculoskeletal Systems a) Discuss the patient health history question necessary to perform the assessment of Peripheral Vascular System (PVS) and Musculoskeletal System (MS) system. b) Discuss critical observations to assess PVS. c) Assess musculoskeletal functions including muscles strength, symmetry, size, contour, ROM and its characteristics. d) Document findings. e) List the changes in the given systems that are characteristics of aging process.	2	0
Assessment of the Mental Status and Sensory Neuro System a) Perform mental status examination of a client. b) Assess cranial nerve, sensory, sense of proprioception and cerebellar functions and deep tendon reflexes c) Document findings. d) List the changes in the nervous system that are characteristics of the aging process	2	0
Assessment of Cardio Vascular System a) Describe the components of health history that should be elicited during the assessment of cardiovascular system. b) Identify the landmarks of the chest. c) Describe the following: d) Pulse rate, rhythm and pulsation characteristics e) PMI f) Heart sounds g) Discuss systolic and diastolic murmurs h) Assess the cardiovascular system systematically. i) Document findings. j) List the changes in cardiovascular system that is characteristics of aging process.	2	1

<p>Assessment of Thorax and Lungs</p> <ul style="list-style-type: none"> a) Describe the components of health history that should be elicited during assessment of respiratory system. b) Describe the following: c) Chest contour and symmetry d) Respiratory rate and pattern e) Tactile fremitus f) Chest expansion g) Density of lung fields h) Diaphragmatic excursion i) Auscultated lung sounds j) Assess the respiratory system including inspection, palpation, percussion and auscultation. k) Document findings. l) 5. List the changes in respiratory system that are characteristics of aging process. 	2	1
<p>Assessment of the Eyes, & Ears</p> <ul style="list-style-type: none"> a) Identify the component of health history necessary for the examination of eye & ear. b) Describe the following: c) Eye structure and position d) Upper and lower eyelids e) Gross visual perception f) Characteristics of the cornea, sclera, pupil, and lens fundi. g) Peripheral fields h) Color, shape, and location of auricle i) External ear canal and tympanic membrane j) Gross hearing k) Perform the examination of eye and ear of a healthy patient. l) Document findings. m) List the changes in eye and ear that are characteristics of aging process. 	4	0
<p>Assessment of an Elderly Client</p> <ul style="list-style-type: none"> a) Describe the variations in history taking for an elderly client. b) Differentiate health assessment variations for elderly clients. c) Identify any differing examination techniques or skills for elderly client 	1	0
<p>Assessment of Pediatric Client</p> <ul style="list-style-type: none"> a) Describe the component of a thorough pediatric history, including differences for developmental levels. b) Differentiate health assessment norms for infants, and children. c) Identify common examination techniques/skills for pediatric health assessment 	2	1
<p>Total Marks</p>	15	03

HEALTH ASSESSMENT II-Lab

CREDIT HOURS: 1

Learning Outcomes/Objectives:

The students will be able to perform the following assessment:

Serial #	Clinical Skills List	OSPE/OSCE
1	Peripheral Vascular & Musculoskeletal system Assessment	1
2	Cardiovascular system Assessment	
3	Mental Status & Sensory Neuro Assessment	1
4	Eyes & Ears Assessment	1
5	Thorax & Lungs Assessment	1
6	Assessment of elderly client	1
7	Assessment of pediatric client	
	Total	5

Recommended Books/ Reading Materials

Weber, J. R., & Kelley, J. H. (2017). Health assessment in nursing (6th ed.). Lippincott Williams and Wilkins.

PHARMACOLOGY II

Credit Hours: 2

Learning Outcomes/Objectives:

The students will be able to:

1. Apply conceptual knowledge about the drugs used in CV, Respiratory, CNS, ANS & EENT and endocrine disorders and their mechanisms of action.
2. Calculate drug dosage calculations accurately when administering oral and parental medications.
3. Explain the rationale for using a particular drug/s for a patient.
4. Select appropriate nursing interventions for drugs given in clinical situations.
5. Impart teaching to the patient/family regarding medications, based on their needs.
6. Utilize nursing process to evaluate the need for and the effectiveness of the drug/s given to the patients.
7. Integrate the knowledge of legal and ethical issues in administration of drug. Incorporate relevant research findings with guidance in development of new drug/s as a foundation for nursing practice.
8. Incorporate cognitive, interpersonal and technical skill derived from the humanities, natural and behavioral sciences when administering medication to clients, keeping in mind principles of different drugs.
9. Begin to understand alternative therapies in medicine.
10. Utilize an advanced level of English Language in classroom and clinical setting for Pharmacology.

Course Content	MCQ	SEQs
Drugs used in Endocrine Disorders a) Drugs effecting endocrine system b) (thyroid, anti thyroid, para thyroid) c) Drug effecting endocrine system d) steroid and diabetic and anti-diabetic drugs	4	1
Drugs used for Nervous System Disorders a) Drugs affecting Nervous System b) Critical care drugs, Anesthetics, c) antiepileptic, antiparkinsons, d) antimigraine & analgesic dosage calculation e) Drug Dosage calculations (adrenergic and CNS)	5	1
Drugs used for Autonomic Nervous System Disorders ,Drugs affecting Sympathetic Nervous System (Adrenergic & AntiAdrenergic drugs) a) Drugs affecting sympathetic nervous system (ANS) b) Adrenergic and antiadrenergic drugs c) Skeletal muscle relaxants and CNS stimulants	4	1
Drugs Affecting Parasympathetic Nervous System (CHOLINERGIC & ANTI- CHOLINERGIC DRUGS) a) Drugs affecting parasympathetic system (cholinergic and anticholinergic)	4	1
Drugs Affecting the Cardio-Vascular System a) Drugs affecting Cardiovascular system b) Critical care s & dosage calculation of drug	5	1
Drugs Affecting the Respiratory System	4	1

a) Drugs affecting Respiratory system Critical care & dosage calculation of drugs		
Drugs used in Ophthalmic/ENT Disorders	4	0
a) Drugs affecting Ophthalmic/ENT system		
b) Critical care & dosage calculation of drugs		
Total Marks	30	06

Recommended Books/ Reading Materials

Essentials of Medical Pharmacology, Lippincott® Illustrated Reviews: Pharmacology, 8th Edition

DEVELOPMENTAL PSYCHOLOGY II

Credit Hours: 02

Learning Outcomes/Objectives:

The students will be able to:

1. Describe basic concepts of Psychology.
2. Demonstrate application of the learnt concepts in practicing nursing.
3. Explain developmental Psychology and factors influencing human psychosocial development.
4. Discuss human development through the life span with reference to the psychological, social and cognitive perspective.

Course Content	MCQs	SEQs
Introduction to Psychology a. Define Psychology. b. Identify different perspectives in Psychology. c. Identify various fields of Psychology d. Demonstrate understanding and its	1	0
Theories of Personality Development a. Define Developmental Psychology. b. Identify various stages of development. c. Describe theories of development (Freud, Erickson, Piaget) d. Describe interaction between heredity and environment.	4	1
Infancy (0-2 years) a. Growth and motor development. b. Cognitive development (learning and memory) c. Piaget's sensorimotor stage. d. Freud's interpretation and parent – child relationships. e. Erickson's stage of Psycho Social Development trust and autonomy.	4	1
Pre-School Child (2-6 years) a. Cognitive Development. i. Piaget's pre-operational thought stage. ii. Language development. iii. Play. b. Personality Development: i. Erikson's Stage of Psycho Social Development initiative vs guilt stage. ii. Influence and peers in personality development. c. Stage of psychosexual development.	4	1
School Child (6-12 years) a. Cognitive development. b. Personality Development. i. Relationships with significant others and peers. ii. Types of parenting	2	1

iii. Stage of Psychosexual development.		
Adolescence (age 12-19) a. Impact of physical maturity. b. Impact of sexual maturity. c. Erickson's identity vs role confusion stage. d. Interpersonal relationships with parents and peer group. e. Problems of Adolescence. f. Piaget's stage of cognitive development	3	1
Adulthood (age 19-60) a. Early and middle adulthood. b. Interpersonal relationships (work and family). c. Erickson's intimacy vs isolation stage. d. Mid-life crises and life satisfaction.	2	0
Old Age (60 and beyond) a. Physical changes in old age. b. Erickson's Generativity vs. self-absorption and integrity vs. self-despair stages. c. Quality of life and old age. d. Emotional and social changes in old age.	2	0
Learning a. Define Learning b. Define and describe classical conditioning c. Define and describe operant conditioning. d. Demonstrate an understanding of application of conditioning in daily life	1	1
Intelligence a. Define Intelligence. b. Demonstrate an understanding of the concept of the measurement of intelligence c. Describe the characteristics of tests d. Identify various measurements scales.	2	0
Emotions a. Arousal and emotion. b. Expression and emotion. c. General reactions to being in an emotional state. d. Aggression as an emotional reaction. e. Cultural expression of emotions.	2	0
Memory a. Define memory b. Define and describe various types of Memories c. Demonstrate an understanding of the processes of forgetting from long term memory	1	0
Motivation a. Describe theories of motivation. b. Describe theories of motivation. c. Application of motivation principles to personal and professional life. d. Demonstrate an understanding of application of motivation principles to achievement and failure	1	0

Stress a.Types of stress b.Reaction to stress c.Stress in nursing	1	0
Total Marks	30	6

Recommended Books/ Reading Materials

UNDERSTANDING PSYCHOLOGY 10TH/ED (IE) MORRIS C G.

IELTS ENGLISH II Credit Hours (2+0)

LEARNING OUTCOMES:

After the completion of this course, the learners will be able:

- To develop an adequate understanding of analyzing the comprehension with speed reading.
- To maintain coherence while doing different tasks of Reading, Writing, Listening and Speaking
- To participate in group discussions for improving and expanding their knowledge in order to reinforce speaking and writing abilities
- To write the descriptions of various topics to validate writing skills
- To learn effective writing skills for formal and informal matters
- To extract main ideas for visual representation and vice versa.
- To identify and differentiate between facts and opinions
- To progressively enhance the confidence and overall performance
- To improve or enhance the vocabulary by incorporating new words

COURSE CONTENTS:

MODULE	WEEKS	TOPICS	REFERENCE MATERIALS
1A: READING	Week 01	READING (THEORY) <ul style="list-style-type: none"> • Fact and Opinion-Based Comprehension <ul style="list-style-type: none"> ○ Explanation ○ Sample Texts • Inferential Comprehension <ul style="list-style-type: none"> ○ Explanation ○ Sample Texts • Add new/ difficult words in the Vocabulary Book <ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> • Beyond Decoding: The Behavioral and Biological Foundations of Reading Comprehension Edited by Richard K. Wagner, Christopher Schatschneider and Caroline Phythian-Sence • IELTS: The Complete Guide to Academic Reading by Phil Biggerton. • Comprehension That Works By Danny Brassell & Timothy Rasinski • English Reading Comprehension By Piyaporn Punksiriku
	Week 02	READING (PRACTICE TESTS)	Worksheets British Council Skills: <ul style="list-style-type: none"> • Reading C1- How humans evolved language • Reading C1- Life on Mars

			<ul style="list-style-type: none"> • Reading C1- Sustainable supermarkets
2A: WRITING	Week 03	WRITING (THEORY) <ul style="list-style-type: none"> • Informal and Formal writing • Opinion Based Writing <ul style="list-style-type: none"> ○ Explanation ○ Formation ○ Sample Passages and Prompts 	<ul style="list-style-type: none"> • The Easy Writer: Formal Writing for Academic Purposes 3rd Edition by Winifred Belmont and Michael Sharkey • 101 Helpful Hints for IELTS by Garry Adams and Terry Peck • The Oxford Essential Guide to Writing by Thomas S Kane
	Week 04	WRITING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> • Cambridge IELTS 15 (General Training) Writing Test 1: Task 1 & 2, Test 2: Task 1 & 2, Test 3: Task 1 & 2, Test 4: Task 1 & 2 • Cambridge IELTS 16 (General Training) Writing Test 1: Task 1 & 2, Test 2: Task 1 & 2, Test 3: Task 1 & 2, Test 4: Task 1 & 2
3A: LISTENING	Week 05	LISTENING (THEORY) <ul style="list-style-type: none"> • Literal Listening <ul style="list-style-type: none"> ○ Explanation ○ Comprehension of spoken words/numbers (Pronunciation) • Comprehensive Listening & Informational Listening <ul style="list-style-type: none"> ○ Explanation ○ Main message of the conversation ○ Organization of content • Add new/ difficult words heard from the Audio clips in the Vocabulary Book <ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> • IELTS Listening Strategies for Success • IELTS Series, Volume 2 • Matt McGinniss and Matt Cudmore • IELTS Vocabulary For Bands 6.5 and above By Pauline Cullen
	Week 06	LISTENING (PRACTICE TESTS) <ul style="list-style-type: none"> ○ At English Language Lab 	Audio + Worksheets British Council Skills: <ul style="list-style-type: none"> • Listening B1: An Interview about Listening Skills

			<ul style="list-style-type: none"> • Listening B1: Arriving late to class • Listening B2: A Talk about Motivation • Listening B2: Creating a Study Group
4A: SPEAKING	Week 07	SPEAKING (THEORY) <ul style="list-style-type: none"> • Clarity and Conciseness <ul style="list-style-type: none"> ○ Explanation ○ Clear idea or explanation of the topic ○ Filtering unnecessary details ○ Relevant explanation of the topic ○ Sample Prompts/ topics • Coherence <ul style="list-style-type: none"> ○ Explanation ○ Order of thoughts ○ Avoid stream-of-consciousness ○ Sample Prompts/ Topics 	<ul style="list-style-type: none"> • Barron's IELTS 4th edition • Oral Communication: Skills, Choices, and Consequences, 4th Edition by Kathryn Sue Young, Howard Paul Travis
	Week 08	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> ○ At English Language Lab 	Tests <ul style="list-style-type: none"> • IELTS Maximiser Educational Book Speaking <ul style="list-style-type: none"> ○ Neighbourhood (Questions) ○ Holiday (Questions) ○ Hobbies, like and dislikes (Questions) • Cambridge IELTS 15 (General Training) Speaking Test 1-4 • Cambridge IELTS 16 (General Training) Speaking Test 1-4
MIDTERM EXAMINATION			
1B: READING	Week 09	READING (THEORY) <ul style="list-style-type: none"> • Visual Summary <ul style="list-style-type: none"> ○ Extracting main details from the passage to create/ fill a table, flowchart, and diagram • Add new/ difficult words in the Vocabulary Book 	<ul style="list-style-type: none"> • Tips for IELTS Reading-Academic/ General Training Module By Adam Smith • Beyond Decoding: The Behavioral and Biological Foundations of Reading Comprehension Edited by Richard K. Wagner, Christopher Schatschneider

		<ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> and Caroline Phythian-Sence • IELTS: The Complete Guide to Academic Reading by Phil Biggerton.
	Week 10	READING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> • Cambridge IELTS 13 (General Training) Reading Test 4 • Cambridge IELTS 14 (General Training) Reading Test 3 • Kaplan Test Prep IELTS Reading Chapter 4 Tests • Barron's IELTS 4th edition Academic Model Reading Test 3
2B: WRITING	Week 11	WRITING (THEORY) <ul style="list-style-type: none"> • Descriptive Writing (Prompts and Images) <ul style="list-style-type: none"> ○ Explanation ○ Sample Passages and Prompts ○ Summary or description of a graph, table, or an image ○ Rules 	<ul style="list-style-type: none"> • The Oxford Essential Guide to Writing by Thoma S Kane • IELTS Success: The Ultimate Guide to Score 7+ by Musitature • Cambridge- Insights into IELTS by Vanessa Jakeman and Clare Mcdowell
	Week 12	WRITING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> • Barron's IELTS 4th edition Academic Model Writing Test 1-4 • Kaplan Test Prep IELTS Writing Chapter 1-4 Tests
3B: LISTENING	Week 13	LISTENING (THEORY) <ul style="list-style-type: none"> • Selective Listening <ul style="list-style-type: none"> ○ Explanation ○ Gathering/Remembering the relevant or main points from audio ○ Filtering extra information from required one ○ Strategies ○ Barriers ○ Sample audios (Monologues and Conversational) • Add new/ difficult words heard from the Audio clips in the Vocabulary Book 	<ul style="list-style-type: none"> • IELTS Series, Volume 2 • Matt McGinniss and Matt Cudmore • IELTS Vocabulary For Bands 6.5 and above By Pauline Cullen • IELTS Listening Strategies for Success

		<ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	
	Week 14	LISTENING (PRACTICE TESTS) <ul style="list-style-type: none"> ○ At English Language Lab 	Audio +Worksheets British Council Skills: <ul style="list-style-type: none"> ● Listening B1: At the Chemist ● Listening B1: Making a Decision ● Listening B2: Getting Advise ● Listening B2: Joining a Gym
4B: SPEAKING	Week 15	SPEAKING (THEORY) <ul style="list-style-type: none"> ● Explanation/ Discussions <ul style="list-style-type: none"> ○ Skills and Strategies ○ Individual Explanation ○ Group discussion ○ Concept of Turn-Taking ○ Avoiding Overlapping ○ Displaying emotional intelligence ○ Sample Prompts/ Topics ● Tip to improve Speaking Skills <ol style="list-style-type: none"> i. Body language and gestures ii. Facial Expressions iii. Confidence 	<ul style="list-style-type: none"> ● Oral Communication: Skills, Choices, and Consequences, 4th Edition by Kathryn Sue Young, Howard Paul Travis ● Barron’s IELTS 4th edition ● Public Speaking by Clarence Stratton
	Week 16	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> ○ At English Language Lab 	Tests <ul style="list-style-type: none"> ● IELTS Maximiser Educational Book Speaking <ul style="list-style-type: none"> ○ Hometown (Questions) ○ Country (Questions) ○ Health (Questions) ● Barron’s IELTS 4th edition Academic Model Speaking Test 1-4 ● Kaplan Test Prep IELTS Speaking Chapter 1-4 Tests
FINAL TERM EXAMINATION			

SEMESTER 5

PEDIATRIC HEALTH NURSING-I

Credit Hours: 02

Learning Outcomes/Objectives:

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

1. Develop awareness on common health issues of the children in Pakistan
2. Discuss principles of growth and development and its deviation in all aspects of nursing care.
3. Discuss the impact of hospitalization on the child and family.
4. Discuss the role of a family in the care of sick children in Pakistani Context.
5. Integrate pharmacological knowledge into care of sick children.
6. Integrate research based information in the care of child and family.

Course Content	MCQs	SEQs
Unit 1 - Perspective of Pediatric nursing. <ul style="list-style-type: none"> ▪ Evolution in Pediatric Nursing ▪ Role of pediatric nurse ▪ Pediatric Nursing in Pakistani culture ▪ Convention on the rights of the child. ▪ Commonly occurring ethical issues in pediatric setting of Pakistan 	02	0
Unit 2 - Growth and development in children and Nursing Aspects for dealing with deviations: <ul style="list-style-type: none"> ▪ Assessing Growth & Development in children of different age group ▪ Growth & Development pattern in South Asian Countries, and influence of Pakistani culture on Growth and Development of child. ▪ Factors influencing physical and emotional development of children ▪ Assessing Milestones Nursing Care aspects for dealing with deviations in Growth & Development pattern 	03	0.5
Unit 3 - Pharmacological Care aspects while dealing with Pediatric Patients <ul style="list-style-type: none"> ▪ Drug dosage calculation for the Pediatric drugs ▪ Common Pediatric drug dilutions ▪ Common Pediatric concerns/complications during drug therapy ▪ Caring for children receiving Chemotherapy, antimicrobial therapy and long-term Insulin therapy. ▪ Managing pain in children by using pharmacological and non-pharmacological approaches 	03	0.5
4 – Communication/Therapeutic Play while caring for children with various disease process <ul style="list-style-type: none"> ▪ Guidelines for communication with children and families. ▪ Role of play in growth and development of children. ▪ Functions of play for hospitalized children. □ Therapeutic play versus play therapy. ▪ Play as a tool for nursing management 	02	0.5

Importance of therapeutic play from Pakistani Perspectives		
5- Health promotion of the new born and family from Global and Pakistani Perspectives <ul style="list-style-type: none"> ▪ Nursing care approaches for dealing with Small for Gestation Age and Low Birth Weight infants: A commonly occurring problem in Pakistan ▪ Concept of Small for Gestation Age, Low for Gestation Age, Appropriate for Gestation Age and low birth weight infants ▪ Assessment of new born ▪ Gestational age assessment ▪ Head to toe assessment ▪ Developmental Care Approach for premature and newborns in Pakistani families • Nursing care of the full term and premature babies and their families 	03	01
6 - Nursing Care Aspects for High Risk newborn: Common newborn related problems in Pakistan and its Management: <ul style="list-style-type: none"> ▪ Birth injuries and other related injuries in newborns ▪ Respiratory Distress Syndrome and surfactant therapy ▪ Transient Tachypnea of Newborn ▪ PPHN ▪ Intra Ventricular Hemorrhage ▪ Hyperbilirubinemia. ▪ Child with G6PD ▪ Birth Asphyxia and nursing management ▪ Septicemia and care aspects ▪ Hypoglycemia/ Infant of diabetic mothers ▪ Hypocalcaemia ▪ Inborn error of metabolism Nursing care, pharmacological and non- pharmacological measures for dealing with the above health issues of newborns	04	01
7 -Care of child & family during hospitalization Impact of hospitalization on the child and family and related Nursing Care Approaches: <ul style="list-style-type: none"> ▪ Stressor and reaction related to developmental stage. ▪ Stressor and reactions of the family of the child who is hospitalized. ▪ Nursing care of a child who is hospitalized. ▪ Nursing care process of child and family with hospitalization ▪ Medication administration to children (clinical). ▪ Pharmacological and non-pharmacological pain management. Preparation for hospitalization (clinical).	03	0
8 - Common Health problems in Pakistani children and their nursing management Infants Nutrition disturbance	03	01

<ul style="list-style-type: none"> ▪ Protein energy malnutrition ▪ Feeding difficulties ▪ Failure to thrive ▪ Sudden infant death syndrome ▪ Teething problems <p>Early /later child hood</p> <p>Nursing Care approaches for dealing with above health problems according to the age group.</p> <p>Dealing with common complications of Nutritional problems and communicable diseases found commonly in Pakistan</p> <p>Post-Polio Syndrome</p> <p>Chronic inflammatory demyelinated polyneuropathy</p>		
<p>9-Congenital defects of heart and Cardio-vascular dysfunction.</p> <ul style="list-style-type: none"> ▪ Understanding Fetal circulation ▪ Congenital malformations of heart. ▪ Pharmacology related treatment modalities for the above (Indomethacin and prostaglandin therapy). ▪ Rheumatic heart disease. ▪ Nursing Care approaches while dealing with clients with above disorders 	04	01
<p>Unit 10 -Paediatric Oncology</p> <ul style="list-style-type: none"> ▪ Leukemia in children and its prognosis in Pakistan from current treatment modalities ▪ Hodgkin disease and non-Hodgkin lymphoma*. ▪ Porta Cath care in Pediatric patients ▪ Nursing Care for pediatric patients receiving chemotherapy from different routes ▪ Palliative Care approaches in Pakistani Culture <p>Nursing care approach for dealing with death and dying situations</p>	03	0.5
Total	30	6

Recommended Books/ Reading Materials

- Hockenberry, M., Wilson, D., Rodgers, C. (2017). Wong's Essentials of Pediatric Nursing (10th ed.). Elsevier

PEDIATRIC HEALTH NURSING-I Clinical

Credit Hours: 02

Learning Outcomes/Objectives:

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

1. General Examination of New Born
2. APGAR Score
3. New Born and Infant Reflex Assessment
4. Anthropometric Assessment (Birth weight, Head circumference, Chest circumference, Length of baby)
5. Child head to toe assessment
6. Tub bath to an infant
7. Care of an infant in incubator
8. Care of an infant / neonate receiving oxygen therapy
9. Care of an infant under phototherapy
10. Oral/SC/ Rectal Intravenous Medication administration in children

S. No	Practical	OSPE/OSCE
1	General Examination of New Born	1
2	APGAR Score	1
3	New Born and Infant Reflex Assessment	1
4	Anthropometric Assessment (Birth weight, Head circumference, Chest circumference, Length of baby)	1
5	Child head to toe assessment	1
6	Tub bath to an infant	1
7	Care of an infant in incubator	1
8	Care of an infant / neonate receiving oxygen therapy	1
9	Care of an infant under phototherapy	1
10	Oral/SC/ Rectal Intravenous Medication administration in children	1
		10

Recommended Books/ Reading Materials

- Hockenberry, M., Wilson, D., Rodgers, C. (2017). Wong's Essentials of Pediatric Nursing (10th ed.). Elsevier

COMMUNITY HEALTH NURSING-I

Credit Hours: 02

Learning Outcomes/Objectives:

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

1. Discuss the role of a community health nurse and other health team members.
2. Describe the concept of Primary Health Care as a strategy for achieving the Alma Ata Declaration of “Health for All by the Year 2000 and beyond (2025).”
3. Identify services provided by the government health care system in Pakistan.
4. Discuss the effects of environment on health.
5. Learn the process of Health Education.
6. Use Nursing Process with guidance to provide nursing care to the clients in communities through Home visits and health education

Topic	MCQs	SEQs
UNIT I: Introduction to Community Health Nursing 1. Define the terms: ➤ Community ➤ Community health, and ➤ Community health nursing ➤ Urban & rural communities 2. Discuss the historical background of Community Health Nursing from Public Health Nursing. 3. Describe the philosophy of Community Health Nursing. 4. Discuss the concepts of health, wellness, illness and disease. 5. Discuss the roles of the Community Health Nurse in community settings.	3	1
Unit II: Primary Health Care (PHC) 1. Explain Alma Atta Deceleration “Health for All by the Year 2000” and beyond. 2. Define Primary care and PHC 3. Describe the five basic principle of PHC 4. Explain the elements of PHC in relation to health 5. Discuss application of PHC in Pakistan	5	1
UNIT III: Pakistan Health Care System 1. Define the terms, system, and health care system. 2. Identify the health services available to community by Pakistan Government Health Care System. 3. Explain the roles of health care team members within the health care system. 4. Discuss the Devolution Plan of 2000	3	0.5
Unit-IV: International Health Organizations and Nursing Organizations Nursing Organizations: <ul style="list-style-type: none"> • International Council of Nursing • World Health Organization • Pakistan Nursing Association, Federation and Council 	3	0.5

<p>UNIT IV: Environment and community health</p> <p>1. Environment</p> <ul style="list-style-type: none"> ➤ Definition of `environment` ➤ Component of environment and ➤ Factors and its impact on community health <p>2. Water</p> <ul style="list-style-type: none"> ➤ Definition of safe and wholesome water ➤ Uses of water ➤ Daily requirements for one person. ➤ Sources of water and its pollution ➤ Water-borne diseases (viral, Bacterial, protozoal, worms etc.) ➤ Water purification at small and large scales. <p>3. Community Wastes Management</p> <ul style="list-style-type: none"> ➤ Definition of refuse / solid waste, and sewage ➤ Methods for solid waste and sewage disposal ➤ Types of latrines used in communities ➤ Fecal-borne diseases ➤ Control of fecal-borne diseases ➤ Types of rodents ➤ Disease transmission by rodent ➤ Control of rodents <p>4. Food Sanitation</p> <ul style="list-style-type: none"> ➤ Definition of healthy foods ➤ Methods of food preservation. ➤ Principles of safe food handling. ➤ Prevention at transmission of food-borne diseases ➤ Control of food-borne disease. <p>5. Air/ Ventilation & Housing</p> <ul style="list-style-type: none"> ➤ Define ventilation ➤ Discuss the importance of air & ventilation ➤ Discuss effects of poor ventilation on health ➤ Describe the types standard, and needs of housing, ➤ 5Discuss effects of poor housing on health 	10	2
<p>UNIT V: Health Education</p> <p>1. Define the term;</p> <ul style="list-style-type: none"> ➤ Teaching ➤ learning ➤ health education <p>2. Explain the purpose and goal of health education</p> <p>3. Discuss principles of teaching learning.</p> <p>4. Describe various strategies, which can be used to deliver health education.</p> <p>5. Develop a teaching Plan and conduct mock health session on a selected topic.</p>	3	0.5
<p>UNIT VI: Introduction to Home Visiting</p> <p>1. Define homes visiting</p> <p>2. Discuss the principles, purposes and advantages of Home Visiting in community</p> <p>3. Describe the steps of Home Visiting</p>	3	0.5
Total	30	6

COMMUNITY HEALTH NURSING-I Clinical

Credit Hours: 01

Learning Outcomes/Objectives:

On completion of field visits the students will be able to:

1. Discuss the structure and functions of health care facilities run by government and non-government organizations
2. Identify the role and responsibilities of staff working in each visited facility
3. Describe the processes of:
 - Sewerage treatment
 - Water purifications at large scale
 - Milk transportation & preservation
 - Meat slaughtering, handling and distribution
4. Identify environmental issues exist and their effects on health
5. Discuss the role of CHN in maintaining healthy environment
6. Begin to use nursing process during the home visits.
7. Utilize various methods of health education while providing health education to the clients.

Field Visits	OSPE/PracticalBook
1. Basic Health Unit (BHU), Rural Health Center (RHC), Primary Health Center (PHC)	1
2. Walking Survey in a Community	1
3. Bulk Water Supply Plant	1
4. Sewage Treatment Plant	1
5. Milk Plant & Dairy Farm	1

Recommended Books/ Reading Materials

1. Alam, N. (2020). Excell Community Medicine, (13th ed.). Nishtar Publications
2. Basavanthappa, B. T. (2003). Nursing education New Delhi: Jaypee Medical publication
3. Ansari. I. M., (2016) Public health and community medicine. (8th ed) Karachi.

REPRODUCTIVE HEALTH

Credit hours: 02

Learning Outcomes/Objectives:

By the completion of this course, learners will be able to:

1. Discuss the role of a nurse and other health team members in providing reproductive health care.
2. Discuss attitudes and practices towards marriage, birth, family planning, communicable diseases and immunization
3. Integration of reproductive health and its relationship to poverty, access and quality of care. Issues related to maternal morbidity and mortality.
4. Discuss the maternal and child health care programs in Pakistan and integrate the relevant concepts into nursing practice.
5. Provide family centered care with focus on mother and child.
6. Begin to demonstrate the legal and ethical nursing practice while providing care to the family.
7. Identify the role of the individual and the family in the promotion and maintenance of health and prevention of disease.

Topic Detail	MCQs	SEQs
Unit 1: Introduction to reproductive health <ul style="list-style-type: none"> • Nurses role in Reproductive health • Reproductive health in relation to poverty, quality of care, and access. • Gender equity, basic health service, and emotional psychological support 	03	0
Unit 2: IMMUNIZATION <ul style="list-style-type: none"> • Introduction to Expanded Program For Immunization (EPI) • Review Types of immunity • Define Tropical and communicable diseases • Vaccine preventable diseases • Types of vaccines • Preparation and administration of vaccines • Vaccine Schedule • Contra indications and side effects of vaccines • Preparation for an immunization session • Storage of vaccine • Role of a Nurse in maintaining of Cold Chain ➤ Motivation for immunization in the community □ Health education in an immunization program ➤ Post vaccination teaching and Health education in an immunization program 	05	01
Unit 3: FAMILY CENTERED CARE <ul style="list-style-type: none"> • Definition, Structure and types of Family • Functions of Family • Family Health Nursing Process (Assessment, Nursing Diagnosis, Goals, Implementation and Evaluation) 	02	01

<ul style="list-style-type: none"> ➤ Family as a unit of care <ul style="list-style-type: none"> • Care of a family as client □ Communication Patterns • Developmental Approach • Values and Beliefs • Family Roles, Power & coping Strategies ➤ Decision making process, 		
<p>Unit 4: Safe motherhood</p> <ul style="list-style-type: none"> • Pre conception and Conception care • Antenatal care of mothers (History taking, Physical examination, Antenatal visits schedule, Maternal Immunization, baseline investigations, Diagnostic tests in pregnancy) • Assessment of pregnant women • Physiological changes during pregnancy • Minor disorders in Pregnancy and management (pregnancy induced anemia) • Prevention of infection <p>High risk pregnancy</p> <ul style="list-style-type: none"> • High Risk mothers • Pregnancy induced hypertension, Pre- eclampsia and eclampsia, GDM, Placenta Previa, Placenta Accreta, Placenta Abruption, multiple gestations) 	05	01
<p>Natal care</p> <ul style="list-style-type: none"> • Delivery process and nursing care (stages of Labor) • Breast feeding <p>Role of health care team in the community</p> <ul style="list-style-type: none"> • Role of Traditional birth attendant in the Community • Establishing contacts with pregnant women • Assessment of home for delivery • Preparation for home delivery • TBA delivery kit • Care during Home Delivery 	03	01
<p>Postnatal Care</p> <ul style="list-style-type: none"> • Care of Post Natal mothers • Post Natal complications • Post Natal contraception • Diet and exercise • Health education on immediate and long term needs of mother and infant <p>High Risk mothers</p> <ul style="list-style-type: none"> • Post-partum Hemorrhage • Post-partum Infections 	05	01
<p>Unit 5: FAMILY PLANNING</p> <ul style="list-style-type: none"> • Introduction of family planning • Constrains of family planning in Pakistan • Consequences of population growth in Pakistan • Methods of family planning • Actions and side effects of different methods • Action & side effects of different methods 	04	01

<ul style="list-style-type: none"> • Role of Nurse in motivating and counseling the client for Family Planning in community setting 		
Unit 6: Adolescent reproductive and sexual health <ul style="list-style-type: none"> • Changes during puberty • Common problem occur during puberty • Nursing care and counseling 	03	0
Total	30	06

Recommended Books/ Reading Materials

- Alam, N. (2020). Excell Community Medicine, (13th ed.). Nishtar Publications
- Basavanthappa, B. T. (2008). Community health Nursing. (2nd. ed.). New Delhi: Jaypee Medical publication
- Myles text book of midwives. (2003) Diane M. Fraser, Margaret A. Fraser
- Maternal and child health nursing, care of child bearing and child rearing family 5th eddi (2007)

REPRODUCTIVE HEALTH Clinical

Credit hours: 03

Learning Outcomes/Objectives:

1. Perform prenatal, natal, and postnatal assessment.(male students will perform these skill on simulation in skills lab)
2. Develop action plan of the prioritized problem.
3. Implement and evaluate plan of care.
4. Observe delivery process and provide care accordingly.
5. Apply teaching learning principle in conducting health education sessions at Women and Children Hospital.

S No	Clinical Cases 1 Credit Hour	OSPE/ OSCE
1.	Antenatal assessment(Vital Signs, EDD, Fundal Height, FHR)	02
2.	Family Planning counseling	01
3.	Family Planning Methods	01
4.	Nutritional Counselling	01
Case Book 2 Credit Hour		
5.	Observation of 10 normal delivery cases	01 Marks
6.	Assist 05 normal delivery cases	01 Marks
7.	Conduct 05 Normal delivery cases under supervision	02 Marks
8.	Conduct 05 Independent normal delivery cases	03 Marks
9.	Independent post natal care	01 Marks
10.	Independent newborn care	01 Marks
11.	Post abortion Care	01 Marks

Recommended Books/ Reading Materials

- Alam, N. (2020). Excell Community Medicine, (13th ed.). Nishtar Publications
- Basavanthappa, B. T. (2008). Community health Nursing. (2nd. ed.). New Delhi: Jaypee Medical publication
- Myles text book of midwives. (2003) Diane M. Fraser, Margaret A. Fraser
- Maternal and child health nursing, care of child bearing and child rearing family 5th eddi (2007)

TEACHING/LEARNING: PRINCIPLES AND PRACTICES

Credit Hours: 03

Learning Outcomes/Objectives:

On completion of this course, learners will be able to:

1. Analyze various adult learning theories and the characteristics of adult learners.
2. Describe the complexity of conditions that impact on learning.
3. Critically reflect on one's own learning.
4. Utilize appropriate health teaching strategies for diverse settings.
5. Plan patient and family education session by utilizing the steps of patient education.

Course content	MCQs	SEQs
UNIT I: Reflective Writing and Critical Thinking <ol style="list-style-type: none"> 1. Develop an understanding of the reflective learning. 2. Process of journal writing. 3. Critical thinking. 	5	1
Unit II: Stages in Learning, Physical Environment and Well Being <ol style="list-style-type: none"> 1. Developmental stages and learning, experiential learning 2. Impact of state of physical health on learning 3. Emotional aspect including stress 4. Physical environment conducive to learning in addition wellbeing and learning including behavioral, cognitive, humanistic and dialectical (interactive) learning theories. 	5	1
UNIT III: Learning Cycle, Models and Learning Styles <ol style="list-style-type: none"> 1. Examination of the learning cycles 2. Models of Kolb and Taylor and how they impact on learning 3. Types of Learning/styles 4. Problems-solving and the learning cycle. 	6	1
UNIT IV: Learning Theories and Characteristics of Adult Learners <ol style="list-style-type: none"> 1. Characteristics of Adult Learner psychological, past experience, time perspectives, the self, and self-direction 2. Factors that influence learning 3. Cognitive and affective aspects and learning theories 	7	1
UNIT V: health education/health promotion <ol style="list-style-type: none"> 1. Discuss the basic goals of health education, and factors influencing on health education. 2. Utilize the health belief model and health promotion model and relate to cognitive and behaviorist theories. 3. Discuss the steps in developing the health education programme. 4. Utilize effectively a variety of teaching aids and creative application of teaching strategies 5. Plan patient and family education session 	7	2
UNIT VI: Needs Assessment <ol style="list-style-type: none"> 1. Develop a framework to assess the learning needs, health problems, of a target group. 2. Analyze the problems according to the priority. 	5	1

UNIT VII: writing Objectives 1. Differentiate between general and specific objectives. 2. Taxonomy of objectives. 3. Levels of objectives 4. Use of verbs in writing objectives 5. How to write SMART objectives.	5	1
UNIT VIII: Lesson Planning 1. Develop a lesson plan on a selected topic which would include steps in preparing learning objectives 2. Criteria for measuring outcome of objectives, developing appropriate content 3. Selecting teaching methods, target dates of achievement of objectives and how the objective would be evaluated.	5	1
Total	45	9

Recommended Books/ Reading Materials

1. Bastable, S. (2019). *Nurse as Educator*. (5th ed.). Jones & Bartlett Learning
2. Basavanthappa, B. T. (2009). *Nursing education*. (2nd ed.). New Delhi: Jaypee Medical publication

NURSING ETHICS

Credit Hours: 1

Learning Outcomes/Objectives:

By the completion of the course, learners will be able to:

1. Define ethical principles in health care.
2. Discuss ethical, moral and professional responsibilities of the nurse.
3. Discuss the nurse's individual liability within the ethical scope of nursing practice.
4. Identify ethical concern at the clinical area and discuss alternatives for the identified ethical concerns.
5. Discuss the changing health environment for the role of nurse in delivery of ethical nursing care

TOPIC	MCQs	SEQs
UNIT I: Introduction to Nursing Ethics 1. Define the terms: ethics, nursing ethics and bio-ethics, value, belief, morals, attitude, conflict, dilemma, ethical dilemma 2. Discuss importance of ethics in nursing 3. Review criteria of a profession 4. Develop Characteristics of a Professional Nurse	1	0
UNIT II: Value Set 1. Define Value & value clarification 2. List types of values 3. Identify personal, societal, organizational professional and moral values 4. Explain modes of value transmission 5. Recognize value conflicts and its implication to nursing practice. 6. List advantages of value clarification in nursing profession. 7. Develop professional values 8. Discuss implication of Nursing Care Ethics in Divers Society.	1	0.5
UNIT.III: Ethical Principles and Theories 1. Discuss ethical principles in health care in the light of ethical theories. 2. Discuss the ethical dilemmas face by nurses and client. 3. Discuss the strategies to resolve ethical dilemma in daily nursing practice. 4. List steps of ethical decision-making	2	0.5
UNIT IV: Confidentiality and Informed consent 1. Define confidentiality and informed consent 2. Discuss the importance of confidentiality & consent 3. List ethical and legal elements of informed consent 4. Discuss the process informed consent. 5. Discuss nurse's roles and responsibilities in consent process 6. Implication of case consultation in nursing ethics.	2	0.5
UNIT V: Bills of Rights 1. Define rights & bills of right. 2. List the types of rights. 3. Describe the role of nurse in relation to bills of right. 4. Explain patient's bills of right in a tertiary care health facility.	2	0.5
UNIT VI: Code of Ethics 1. Define code & code of ethics. 2. List the function & elements of ethical code	2	0.5

3. Explain code of ethics by ICN and Pakistan Nursing Council 4. Compare code of ethics by ICN and Pakistan Nursing Council 5. Discuss application of code of ethics in clinical settings. 6. Define Nursing Pledge in relation to code of ethics		
Unit VII: Professional Autonomy and Ethics 1. Define profession, professional, autonomy, accountability and unity. 2. Discuss the characteristics of professional nurse. 3. Relate the code of ethics to professional status. 4. Discuss the professional autonomy and ethics. 5. Relate accountability to professional status. 6. Discuss the concept of unity and its relationship to professional status in nursing. 7. Relate Nursing ethics to standards of nursing practice.	2	0.5
Unit VIII: Ethical Dilemma in Professional Practice 1. Define dilemma and professional obligation 2. Identify common areas of negligence and nurses' liability in these areas. 3. Discuss nurses' advocacy in various scenarios and clinical cases related to a. Life support equipment b. Selling body parts c. Risk management and occupational hazards. d. Documentation of nursing care. e. Employment issues f. Medical malpractice lawsuit	3	0
Total	15	3

Recommended Books/ Reading Materials:

Principles of Bio medical Ethics (5th ed), Beauchamp T. L. and Childress, J. F

IELTS ENGLISH III Credit Hours (2+0)

LEARNING OUTCOMES:

After the completion of this course the learners will be able:

- To identify main ideas, details and organizational patterns
- To employ high level-appropriate critical and analytical skills
- To develop the strengths and weaknesses of the listening content by evaluating, judging or forming an opinion
- To vitalize the word bank/lexicon
- To maintain the speaking accuracy

COURSE CONTENTS:

MODULE	WEEKS	TOPICS	REFERENCE MATERIALS
1A: READING	Week 01	READING (THEORY) <ul style="list-style-type: none"> ● Analytical Reading <ul style="list-style-type: none"> ○ Techniques and Strategies ○ Explanation ○ Sample Texts ● Add new/ difficult words in the Vocabulary Book <ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> ● Kaplan IELTS Premier with 8 Practice Tests 3rd Edition
	Week 02	READING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> ● Cambridge IELTS 15 (General Training) Reading Test 1-4 ● Cambridge IELTS 16 (General Training) Reading Test 1-4
2A: WRITING	Week 03	WRITING (THEORY) <ul style="list-style-type: none"> ● Argumentative Writing <ul style="list-style-type: none"> ○ Explanation ○ Employing different perspectives ○ Sample Passages and Prompts 	<ul style="list-style-type: none"> ● Cambridge- Insights into IELTS by Vanessa Jakeman and Clare Mcdowell
	Week 04	WRITING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> ● Kaplan Test Prep IELTS Academic Practice Writing Tests 1-6

3A: LISTENING	Week 05	LISTENING (THEORY) <ul style="list-style-type: none"> • Critical and Analytical Listening <ul style="list-style-type: none"> ○ Explanation ○ Evaluation and forming an opinion ○ Techniques and Strategies ○ Sample audios (Monologues and conversational) • Add new/ difficult words heard from the Audio clips in the Vocabulary Book <ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> • IELTS Listening Strategies for Success • IELTS Series, Volume 2 • Matt McGinniss and Matt Cudmore • Erik Palmer - Teaching the Core Skills of Listening and Speaking-Association for Supervision & Curriculum Development (2013) • Cambridge IELTS Advanced Vocabulary By Pauline Cullen
	Week 06	LISTENING (PRACTICE TESTS) <ul style="list-style-type: none"> ○ At English Language Lab 	Audio + Worksheets <ul style="list-style-type: none"> • Kaplan IELTS Premier with 8 Practice Tests 3rd Edition British Council Skills: <ul style="list-style-type: none"> • Listening C1: A Job Interview • Listening C1; A Project Management meeting
4A: SPEAKING	Week 07	SPEAKING (THEORY) <ul style="list-style-type: none"> • State Opinion with Accuracy and Fluency <ul style="list-style-type: none"> ○ Employ Critical and Analytical thinking to form opinions ○ Communication should employ language that is <ol style="list-style-type: none"> i. Precise ii. Error-Free ○ Communication process should be <ol style="list-style-type: none"> i. Smooth ii. Without pauses and hesitation ○ Sample Prompts/ Topics 	<ul style="list-style-type: none"> • Barron's IELTS 4th edition • 101 Helpful Hints for IELTS by Garry Adams and Terry Peck • Public Speaking by Clarence Stratton
			Worksheets <ul style="list-style-type: none"> • Kaplan Test Prep IELTS Academic

	Week 08	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> ○ At English Language Lab 	Practice Speaking Tests 1-6 <ul style="list-style-type: none"> ● IELTS Maximiser Educational Book Speaking <ul style="list-style-type: none"> ○ Food (Questions) ○ Shopping (Questions) ○ Colors and seasons (Questions) ○ Volunteer (Questions)
MIDTERM EXAMINATION			
1B: READING	Week 09	READING (THEORY) <ul style="list-style-type: none"> ● Critical Reading <ul style="list-style-type: none"> ○ Explanation ○ Techniques and Strategies to attempt them ○ Sample Texts ● Add new/ difficult words in the Vocabulary Book <ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> ● Critical Thinking, Reading, And Writing: A Brief Guide To Argument by Sylvan Barnet And Hugo Bedau ● English Reading Comprehension By Piyaporn Punksirikul ● 101 Helpful Hints for IELTS By Garry Adams & Terry
	Week 10	READING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> ● Kaplan Test Prep IELTS Academic Practice Reading Tests 1-6
2B: WRITING	Week 11	WRITING (THEORY) <ul style="list-style-type: none"> ● Critical and Analytical Writing <ul style="list-style-type: none"> ○ Logical Reasoning ○ Evidence Based ○ Compare and Contrast ○ Sample Passages and Prompts 	<ul style="list-style-type: none"> ● Critical Thinking, Reading, And Writing: A Brief Guide To Argument by Sylvan Barnet And Hugo Bedau ● Critical Thinking Skills by Stella Cottrell
	Week 12	WRITING (PRACTICE TESTS)	Worksheets <ul style="list-style-type: none"> ● Cambridge Academic IELTS 3 Writing Test 1-3

3B: LISTENING	Week 13	<p>LISTENING (THEORY)</p> <ul style="list-style-type: none"> • Effective Listening <ul style="list-style-type: none"> ○ Explanation ○ Employing all techniques/strategies of listening ○ Evaluating the received information ○ Sample audio (Monologues and Conversational) • Add new/ difficult words heard from the Audio clips in the Vocabulary Book <ul style="list-style-type: none"> ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own 	<ul style="list-style-type: none"> • Erik Palmer - Teaching the Core Skills of Listening and Speaking-Association for Supervision & Curriculum Development (2013) • Cambridge IELTS Advanced Vocabulary By Pauline Cullen
	Week 14	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ○ At English Language Lab 	<p>Audio +Worksheets</p> <ul style="list-style-type: none"> • Kaplan IELTS Premier with 8 Practice Tests 3rd Edition <p>British Council Skills:</p> <ul style="list-style-type: none"> • Listening C1: An Interview about two books • Listening C1: Challenges at work
4B: SPEAKING	Week 15	<p>SPEAKING (THEORY)</p> <ul style="list-style-type: none"> • Defend/ Explain Opinion with Accuracy and Fluency <ul style="list-style-type: none"> ○ Employ logical reasoning ○ Utilize examples to substantiate arguments/opinions ○ Utilize all speaking skills and strategies ○ Use Appropriate vocabulary and correct Grammar ○ Sample Prompts/ Texts 	<ul style="list-style-type: none"> • IELTS Practice Tests by Vanessa Jakeman and Clare Mcdowell • Cambridge - Insight into IELTS by Vanessa Jakeman and Clare Mcdowell • Oral Communication: Skills, Choices, and Consequences, 4th Edition by Kathryn Sue Young, Howard Paul Travis • Public Speaking by Clarence Stratton

	<p>Week 16</p>	<p>SPEAKING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ○ At English Language Lab 	<p>Tests</p> <ul style="list-style-type: none"> ● IELTS Maximiser Educational Book Speaking <ul style="list-style-type: none"> ○ Education (Questions) ○ Languages (Questions) ○ Job (Questions) ○ Personality (Questions) ● Cambridge Academic IELTS 3 Speaking Test 1-3
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FINAL TERM EXAMINATION

SEMESTER 6

PEDIATRIC HEALTH NURSING-II

Credit Hours: 02

Learning Outcomes/Objectives:

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

1. Develop awareness on common health issues of the children.
2. Integrate system wise knowledge of diseases into care of sick children.
3. Integrate research based information in the care of child and family.
4. Provide disease specific nursing care to children.

Course Content	MCQs	SEQs
<p>Unit 1- G.I dysfunctions in Children Commonly occurring GI dysfunctions reported in early days of life that needs urgent management:</p> <ul style="list-style-type: none"> ▪ Ingestion problems and structural defects of GI (Cleft palate, cleft lip tongue tie and Tracheo esophageal fistula □ Pyloric stenosis. ▪ Biliary Atresia ▪ Liver Abscess ▪ Intestinal obstruction □ Hernia ▪ Hirschprung’s disease ▪ Intussusceptions ▪ volvulus ▪ Amibiasis ▪ NEC (Necrotizing Enterocolitis) ▪ Nursing care, pharmacological, medical and surgical modalities for dealing with the above disorders <p>Commonly used medications in Pakistan for the above disorders</p>	04	1
<p>Unit 2-Genito-urinary dysfunctions in Children Commonly occurring GU dysfunctions in pediatrics</p> <ul style="list-style-type: none"> ▪ Upper and Lower Urinary tract infection ▪ Nephrotic syndrome ▪ Congenital Renal atrophy ▪ Bartter syndrome <p>Nursing management and treatment modalities for the children with the above disorders</p>	03	1
<p>Unit 3-Fluid and Electrolyte imbalance in Children with various dysfunction</p> <ul style="list-style-type: none"> ▪ Nursing Care aspects for maintaining fluid and electrolyte balance in the children with following conditions ▪ Burns, ▪ GI ▪ GU 	02	0.5

<p>Unit 4-Respiratory dysfunction in Children: Commonly occurring Respiratory problems in Pediatrics:</p> <ul style="list-style-type: none"> • Upper and Lower Respiratory Tract Infections: <ol style="list-style-type: none"> 1. Pharyngitis 2. Tonsillitis 3. Otitis media 4. Bronchitis 5. Pneumonia 6. Asthma 7. Croup Syndrome 8. Cystic fibrosis 9. Reactive Airway Diseases (RAD) <ul style="list-style-type: none"> ▪ Caring for pediatric client on Mechanical ventilator <p>Nursing care aspects, pharmacological and other medical management for the paediatric patients with the above disorders.</p>	03	0.5
<p>Unit 5-Musculo-skeletal dysfunctions in Children</p> <ul style="list-style-type: none"> ▪ Kyphosis ▪ Lordosis ▪ Scoliosis ▪ Types of common Fractures in children ▪ Rheumatoid arthritis ▪ Congenital hip dislocation <p>Nursing care, child with cast and traction, rehabilitative care and other medical and surgical management for the children with the above disorders.</p>	3	0.5
<p>Unit 6-Neuro-muscular dysfunctions in Children Commonly occurring neuron-muscular dysfunctions in Pediatric patients:</p> <ul style="list-style-type: none"> ▪ Cerebral palsy ▪ Muscular dystrophy ▪ Gillian–Barre Syndrome ▪ Spina bifida ▪ Meningomyelocele ▪ Nursing care, rehabilitative care and other medical and surgical management for the children with the above disorders ▪ Overview of institutes i-e, NGO’s and Government law organization working in Pakistan for the rehabilitation of children with the above dysfunctions 	04	0.5
<p>Unit 7-Cognitive/Sensory dysfunctions and Rehabilitation Hearing and visual impairment.</p> <ul style="list-style-type: none"> ▪ Mental retardation ▪ Down’s syndrome <p>Nursing care, rehabilitative care and other medical management for the children with the above disorders</p>	02	0.5
<p>Unit 8-Cerebral dysfunction in children</p> <ul style="list-style-type: none"> ▪ Meningitis, Hydrocephalus ▪ Encephalitis ▪ Seizures disorders (Febrile and Epilepsy) ▪ Head injury due to various causes in children with different age group 	03	0.5

Nursing care aspects; pharmacological, medical and surgical modalities for the above disorders		
Unit 9-Hematological dysfunctions in Children RBC disorders: <ul style="list-style-type: none"> • Anaemia • Thalassemia, • Sickle cell anaemia, • Aplastic anaemia Platelet disorders <ul style="list-style-type: none"> ▪ Hemophilia ▪ Disseminated intravascular coagulation, ▪ Thrombocytopenia ▪ Care of pediatric patients receiving blood transfusion and blood products (Pharmacological and non-pharmacological management) 	03	0.5
Unit 10-Endocrine dysfunctions in Pediatric Clients <ul style="list-style-type: none"> ▪ Insulin Dependent diabetes mellitus (IDDM) and Diabetic insipidus ▪ Cushing syndrome. ▪ Hyperthyroidism ▪ Hypothyroidism ▪ Hypopituitarism ▪ Hypopituitarism ▪ Nursing Care approaches for dealing with above health problems Pharmacological, medical and surgical management for the above. 	3	0.5
Total	30	6

Recommended Books/ Reading Materials:

- Hockenberry, M., Wilson, D., Rodgers, C. (2017). Wong's Essentials of Pediatric Nursing (10th ed.). Elsevier
- Essential of pediatric nursing by Neeraj Sethi 4th edi (2017)

PEDIATRIC HEALTH NURSING-II Clinical

Credit Hours: 02

Learning Outcomes/Objectives:

At the end of the course, learners will be able to perform the following procedures:

S No	Practical	OSPE/OSCE
1	N/G or O/G tube insertion	1
2	N/G or O/G tube feeding and removal	1
3	Oro/naso- pharyngeal suctioning	1
4	Tracheostomy suctioning	1
5	Blood Specimen Collection in children	1
6	Urine specimen collection in children	1
7	Care of a child during Lumber Puncture	1
8	Care of a child in Peritoneal dialysis	1
9	Foleys Catheter insertion in children	1
10	Positioning and Restraining Pediatric Clients	1
	Total	10

Recommended Books/ Reading Materials

- Hockenberry, M., Wilson, D., Rodgers, C. (2017). Wong's Essentials of Pediatric Nursing (10th ed.). Elsevier
- Essential of pediatric nursing by Neeraj Sethi 4th edi (2017)

MENTAL HEALTH NURSING

Credit Hours: 03

Learning Outcomes/Objectives:

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

1. Demonstrate an awareness and acceptance of mental health and illness as legitimate health issues
2. Describe the nursing process as applied to mental health nursing
3. Utilize knowledge base to actively participate in therapeutic milieu for clients with mental health problems
4. Explore factors affecting mental health especially in the Pakistani culture
5. Demonstrate care of a client suffering from different mental health illnesses
6. Identify need and relevance of community mental health in Pakistan and the resources available to manage it

Course Content	MCQs	SEQs
UNIT I: Mental Health & Mental Illness 1. Analyze own perceptions, values, beliefs and feelings towards mental health and mental illness 2. Analyze cultural perceptions to mental health, mental illness and mental health nursing. 3. Discuss about the history of psychiatry and psychiatric nursing in Pakistan 4. Demonstrate understanding about laws governing admissions and discharge of clients in mental health settings 5. Analyze the common personal and civic rights retained by patients in mental health settings and ethical issues related to it	3	0
Unit II: Tools of Psychiatric Nursing A: Therapeutic Communication and therapeutic relationship: 1. Discuss significance of communication skills in mental health settings 2. Describe techniques that facilitate or impede therapeutic communication in mental health settings 3. Demonstrate ‘use of therapeutic self’ while dealing with clients with mental health problems in selected settings. B: Mental health assessment: 1. Discuss nature, purpose and process of mental health assessment 2. Begin to analyze clinical findings that indicate mental health problems in selected clients. C: Self Awareness: 1. Define self-awareness 2. Establish relationship between self-awareness and development of therapeutic relationship in mental health setting.	3	1
UNIT III: Factors Affecting Mental Health and Mental Illness 1. Describe biological, sociocultural and interpersonal factors and their impact on mental health and mental illness 2. Discuss stress and adaptation, and its relationship with mental health and mental illness	3	0
UNIT IV: Bio-Psychosocial Interventions	4	0

1. Discuss effective ways of managing anger 2. Discuss cognitive behavioral therapy		
UNIT V: Psycho-Pharmacodynamic 1. Discuss psychopharmacological interventions 2. Describe the mechanism of action, clinical use, and side effects related to drugs used in mental health settings 3. Identify role of the nurse in psychopharmacological treatments 4. Analyze relevance and appropriateness of these therapies in the field of mental health	3	1
UNIT VI: Personality Disorders 1. Discuss the development of personality disorders. 2. Discuss some common features exhibited by individuals with antisocial and borderline personality disorder. 3. Explore causative factors of personality disorders 4. Utilize nursing process based on an understanding of the psychodynamics' of clients exhibiting various maladaptive behaviors in selected situations.	4	1
UNIT VII: Mental health Problems & Therapeutic Interventions A: Anxiety and dysfunctional anxiety responses 1. Discuss the concept of anxiety 2. Discuss physiological, perceptual, cognitive, and behavioural effects of anxiety 3. Discuss various dysfunctional anxiety responses [Generalized anxiety disorder, Post traumatic stress disorder, Phobia, Obsessive Compulsive disorder, Conversion reaction] and their basis in etiology 4. Demonstrate understanding of the principles of nursing and psychosocial care, while caring for clients with dysfunctional anxiety responses.	4	1
B: Altered mood states: 1. Describe the continuum of adaptive and maladaptive emotional response 2. Discuss phenomenon of 'depression' Analyse the prevailing psychological, biological, and social theories that serves as basis for caring for clients with altered mood states. Analyse the human responses to mood alterations Discuss effective nursing and psychosocial interventions for clients with Altered mood states	3	1
C: Deliberate self-harm and suicidal behaviour: 1. Describe the continuum of adaptive and maladaptive self- protective responses 2. Discuss prevalence of self harm and suicidal behaviour in Pakistani population. 3. Explore predisposing factors, precipitating stressors, and appraisal of stressors related to self-protective responses 4. Discuss effect to nursing interventions related to self-protective responses.	3	1
D: Altered thoughts and perceptions: 1. Describe 'schizophrenia' in light of altered thoughts and perceptions 2. Distinguish key positive and negative symptoms found in clients with thought disorder 3. Analyze human response to schizophrenia with emphasis on perception, thought, activity, and consciousness, affect, and interpersonal relationship 4. Analyze predisposing factors, precipitating stressors and appraisal of stressors related to schizophrenia 5. Discuss principles of care for helping client suffering from altered thoughts and perceptions and their families.	3	1
E: Substance abuse and dealing with aggressive clients: 1. Define the terms related to substance abuse 2. Discuss predisposing factors related to substance abuse 3. Describe different categories of drugs of abuse and their specific effects	2	1

4. Discuss principle of care for client who abuses the drug. 5. Define violence, its possible causes and characteristics 6. Describe theories contributing to the development of aggressive behavior 7. Identify factors useful in predicting aggressive behavior among clients 8. Discuss strategies to assess patients with aggressive behaviors 9. Relate behaviors and values of nurses related to violence and substance abuse 10. Discuss primary and secondary prevention of aggression in hospital setting.		
UNIT VIII: Childhood Mental Disorders Oppositional Defiant Disorder (ODD) Conduct Disorder (CD) Attention-Deficit/Hyperactivity Disorder (ADHD) Tourette Syndrome Post-traumatic Stress Disorder (PTSD)	3	1
UNIT IX: Geriatric Mental Health problems 1. Identify and describe the elements of a comprehensive psychiatric assessment of elderly clients with compromised cognition. 2. Discuss Dementia and delirium in relation to mental health of elderly 3. Analyze nursing care needs for elderly clients with mental health problems	3	0
UNIT X: Community Mental Health Nursing 1. Discuss various models of community mental health nursing and its relevance to Pakistan 2. Analyze functions of mental health nurse in community setting of Pakistan 3. Demonstrate understanding of faith healing practices as local resource for community mental health in Pakistan.	2	0
UNIT XI: Rehabilitation and Recovery 1. Define tertiary prevention and rehabilitation 2. Discuss the behaviors and rehabilitative needs of people with serious mental health problems 3. Discuss response of families and communities towards rehabilitative needs of clients.	2	0
Total	45	9

Recommended Books/ Reading Materials

Sheila L. Videbeck (2014) *Psychiatric Mental Health Nursing* 6th Edition. LWW.

MENTAL HEALTH NURSING Clinical

Credit Hours: 03

Learning Outcomes/Objectives:

At the end of the course, learners will be able to perform the following procedures:

S No	Practical	OSPE/ OSCE
1	History Taking (Process Recording)	2
2	Mental Status Examination(Cognitive & Affective)	2
3	Counselling Skills (Scenario Based)	2
4	Aggression Management	1
5	Withdrawal Symptoms management	1
6	Suicidal Ideation Assessment	1
7	Nursing care of a patient undergoing EEG	1
8	Guided Imagery	1
9	Group Therapy	1
10	Cognitive Behavioral Therapy	1
11	Managing patient with drug abuse	2
	Total	15

Recommended Books/ Reading Materials

Sheila L. Videbeck (2014) *Psychiatric Mental Health Nursing* 6th Edition. LWW.

Epidemiology

Credit Hours: 02

Learning Outcomes/Objectives:

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

1. Illustrate the general use of Epidemiology
2. Illustrate the use of a model of the natural history of a disease as a base for community intervention
3. Describe the common epidemiological methods
4. Describe the steps of an epidemiological investigation
5. Interpret the relevance of epidemiological research findings to community health nursing practice.
6. Discuss the impact of population growth on the socioeconomic and health status in Pakistan.

Course Content	MCQs	SEQs
Unit-1: Introduction of Epidemiology <ul style="list-style-type: none">• Uses and Scope of epidemiology	3	0
Unit-2: Concept of Health & Disease (Health, Health Indicators, Disease, Concept of causation, Illness, Well-being) <ul style="list-style-type: none">• Determinants of disease in individuals and community	3	1
Unit-3: Epidemiological Models (Natural history of disease, Web of causation and Epidemiological Triad)	3	1
Unit-4: Concepts of prevention Levels of prevention (Primordial, Primary, Secondary and Tertiary)	4	0.5
Unit-5: Basic Measurement Mortality, Morbidity, Rate, Ratio, Incidence, prevalence, Maternal and infant mortality rate	4	0.5
Unit-6: Epidemiological transition in disease pattern <ul style="list-style-type: none">• Health & demographic transition and Population changes (population pyramid)• Factors affecting population changes (dependency ratio, sex ratio)• Changes in life expectancy and major cause of death	3	1
Unit-7: Epidemiological Methods <ul style="list-style-type: none">• Description –person, place or time• Analytic: Basic concept of cross sectional prospective & retrospective• Intervention /Experimental study	3	1
Unit-8: Surveillance and notification <ul style="list-style-type: none">• Define the term surveillance• Discuss the principles of surveillance and notification• Describe different methods of surveillance• Identify nurse's role in surveillance	2	0.5
Unit -9: Screening (Definition, Types, methods, sensitivity, specificity)	2	0.5
Unit-10: Data management & presentation	3	0
Total	30	6

Recommended Books/ Reading Materials

Bonita, R., Beaglehole, R., Kjellström, T. (2006). *Basic Epidemiology*. (2nd ed.) WHO Library Cataloguing-in-Publication Data

NURSING THEORIES AND MODELS

Credit hours: 2

Learning Outcomes/Objectives:

By the end of this course, learners will be able to,

1. Analyze the historical evolution and philosophical tenets of theory and science development in nursing.
2. Synthesize terminology related to theory development.
3. Appraise ways of knowing in nursing.
4. Analyze the role of inductive and deductive thinking in theory development.
5. Evaluate the appropriateness and unique perspectives of nursing theories in the description, explanation, prediction and control of clinical phenomena.
6. Critique a nursing concept using the process of concept analysis.
7. Evaluate selected nursing theories for their potential utilization in nursing practice, education and research.

Course content	MCQs	SEQs
UNIT I: An introduction to nursing theories: <ul style="list-style-type: none"> • Define theory, Nursing Theory and Conceptual Model. • Describe nature of theories. • Discuss characteristics of a theories. • Explain types of theories. • Elaborate paradigm and metaparadigm of Nursing. • Discuss importance of theories. 	5	1
Unit 2: Theory development <ul style="list-style-type: none"> • Discuss components/structure of theory. • Elaborate paradigm and metaparadigm of nursing theory. • Levels of theory • inductive and deductive thinking in theory development • Steps of Development of nursing theories • Analysis and evaluation of a theory 	3	1
Unit 3: Relationship between theory and the science and practice of nursing <ul style="list-style-type: none"> • Nursing Theory and research • Nursing Theory and science of knowing (patterns of knowing) • Nursing Theory and practice 	2	1
UNIT 4: Categories of selected nursing theories Nursing theory may be assigned to the categories of Need/ problem-oriented theory. Interaction oriented theory. System oriented theory and energy field theory. Therefore, this unit is divided into 4 sub units from A-D A. Need / problem-oriented theory <ul style="list-style-type: none"> • Florence nightingale way • Faye Glenn Abdellah • Virginia Henderson • Dorothea E. Orem • Lydia E Hall 	5	1

• Jean Watson		
B. Interaction oriented theory • Hildegard E Paplau • Ida Jean Orlando • Ernestine Wiedenbach • Imogene M King • Paterson and Zderad	5	1
C. System oriented Theory • Dorothy E Peplau • Callista Roy • Betty Neuman • Madeline M Leninger	5	0.5
D. Energy Field Theories • Martha E Rogers • Rosemarie Rizzo Parse • Margaret Newman	3	0.5
Unit 5: conceptual models in Nursing • Difference between theory and conceptual model • Use of conceptual model as framework	2	0
TOTAL	30	6

Recommended Books/ Reading Materials

- Basavanthappa, B. T. (2007). Nursing theories. (1st. ed.). New Delhi: Jaypee Medical publication

LEADERSHIP AND MANAGEMENT IN NURSING

Credit Hour: 02

Learning Outcomes/Objectives:

On completion of this course, learners will be able to:

1. Discuss the structures and functions of organizations.
2. Assess various management systems within, and related to, the health care system by utilizing various organizational theories.
3. Integrate various theories in relation to leadership, management, problem solving and decision making, motivation, managing change and, conflict management.
4. Describe implementation of an effective human resource management in nursing e.g. performance / annual appraisal, work load management, and other related issues.
5. Identify different mechanisms for managing resources and monitoring effective utilization of resources among health care professionals.
6. Demonstrate effective communication and interpersonal relationship
7. Discuss the application of the assertive behavior.
8. Describe the Quality Management System and its application to create an environment conducive to the provision of cost effective quality nursing care.
9. Describe the contribution of Information Technology to efficiency and effectiveness of nursing.

Course content	MCQs	SEQs
<p>UNIT I: Management /Organizational Theories, Structure and Culture At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Discuss various theories of management. 2. Discuss different terminologies related to management 3. Identify different types of health care organizations. 4. Identify various types of organizational structures 5. Differentiate between formal and informal structure within the organization. 6. Define staff and line relationship 7. Describe the importance of organizational structure 8. Describe different levels of management. 9. Describe redesigning and restructuring in the organization 	2	1
<p>Unit II: Management Functions and Their Application to Nursing Strategic Planning. At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Discuss various strategies managers use to coordinate material and human resources and for the accomplishment of organizational goals. 2. Analyze the functions of a nurse manager in relation to: planning, controlling. Organizing. Directing and evaluating. 3. Discuss the attributes of an effective manager. 4. Discuss some selected management processes commonly used by nurses in their managerial role. 5. Discuss how a nurse manager monitors the functioning of his/her area of administration. 6. Understand the concepts of strategic planning. 	2	1

<p>UNIT III: Leadership Theories and Styles At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand different Leadership theories. 2. Discuss the styles of Leadership. 3. Describe the different types of power used by a leader. 4. Differentiate between the roles of manager & leader. 5. Discuss ways to become an effective leader 	2	1
<p>UNIT IV: POWER AND POLITICS NURSING At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define politics, power, and policy. 2. Discuss the different sources of power. 3. Describe reasons why nurses should know the political strategies. 4. Describe ways how power can be used constructively for professional purposes. 	1	0
<p>UNIT V: Change Management At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define change. 2. Discuss categories and types of change. 3. Understand different change theories. 4. Integrate any of the change theories in given situation Lewin's theory and steps of change in a ward situation. 5. Learn about the techniques for dealing with resistance. 6. Learn about the skills that a change agent should possess. 	2	0
<p>UNIT VI: Problem Solving and Decision Making At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define the terms decision making and problem solving. 2. Discuss the importance of critical thinking in decision making 3. State the importance of decision making and problem solving 4. Identify the types of decision making 5. Describe the models used for decision making 6. Describe the application of the models to a given situation 7. Describe the problem solving process and its application to clinical and administrative situations. 	2	1
<p>UNIT VII: Communication in Management At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Review the basic principles of communication. 2. Describe the importance of formal and informal channels of communication in organizations. 3. Discuss concepts of organizational and interpersonal communication. <p>214</p> <ol style="list-style-type: none"> 4. Describe the different direction of communication 5. Describe the mode of communication. 6. Describe the factors influencing communication. 7. Discuss the role of communication in leadership 	1	1

<p>UNIT VIII: Negotiation and Collaboration: At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Discuss negotiation skills. 2. Apply negotiation and collaborations skills while dealing with different population. 3. Describe collective bargaining. <p>Conflict Resolution & Management</p> <ol style="list-style-type: none"> 1. Define conflict. 2. Discuss the positive and negative aspects of conflict. 3. Explain causes of conflict. 4. Explain different types of conflict. 5. Describe different techniques of conflict resolution. 	2	0
<p>UNIT IX: Resource Management Financial Management At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Describe the purpose of budgets. 2. Differentiate and manage different types of budget. 3. Discuss the importance of budget for nurses. 4. Apply specific terminology of budget. 5. Discuss goals setting to establish budget. 6. Discuss the elements of preparing, controlling and monitoring budget. 7. Determine the efficiency of selected budget. 8. Describe the applications of budgeting in their specific institution 	2	0
<p>UNIT X: Human Resource Management</p> <ol style="list-style-type: none"> a. Staffing and scheduling b. Staff development <p>In this unit the learners will be introduced to the basic concept of Human Resource Management which will include recruitment, hiring process, staffing and scheduling and different strategies to manage staff and their retention and development.</p> <p>At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define Human Resource management, 2. Discuss the different strategies for staff management. 3. Describe the recruitment process. 4. Discuss staffing and scheduling 5. Discuss the importance of staff retention and staff development. 6. Discuss the importance of delegation. 	2	0
<p>UNIT XI: Work Load Management At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define Work load management. 2. Discuss different patient care processes, input, though put and output. 3. Define efficiency. , productivity and effectiveness. 4. Discuss the different types of Nursing Care Models. 5. Differentiate the advantages and disadvantages of each model. 6. Discuss application of these models in patient care areas of the hospital. 	2	0

<p>UNIT XII:A. MOTIVATIONAL THEORIES B. PERFORMANCE APPRAISAL, C. MANAGING HALLENGING PERSONNEL At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Discuss different motivational theories. 2. Define the term Performance Appraisal. 3. Discuss the different evaluation philosophies. 4. State the purpose of performance appraisal. 5. Describe the process of performance appraisal. 6. Describe the components, methods and types of evaluation. 7. Discuss the potential problems and strategies to reduce them. 8. Discuss counseling and the types. 9. Describe the process of counseling and its importance to performance appraisal and managing with challenging / difficult personnel. 	2	1
<p>UNIT XIII Quality Management System At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the historical elements fostering implementation of quality management system. 2. Discuss the relationship between Total Quality Improvement (TQI), Total Quality Management (TQM), and Quality Management System (QMS). 3. Describe the characteristics and process of quality management system. 4. Define performance improvement standards. 5. Identify the role of the nurse manager in the quality management process. 6. Discuss Nursing role in risk management. 7. Delineate the type of risk involve in health care setting. 8. Discuss key behaviors for handling customers’ complaints. 9. Analyze the Plan Do Check & Action (PDCA) cycle 	2	0
<p>UNIT XIV: Accreditation for Institutions At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Describe the historical back ground of the accreditation of institution. 2. Define Accreditation. 3. Discuss the importance of accreditation in growth of the institutions. 4. Differentiate between ISO 9000 and JCIA. 5. Discuss its implementation of these standards hospitals/organization. 	3	0
<p>UNIT XV: Hospital Management System (HMS) At the end of this unit the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define Management Information System (MIS) 2. Discuss different Information system used in hospital setting. 3. Describe different obstacles with Nursing Information System (NIS). 4. Describe the role of a nurse manager in application of this technology. 5. Discuss ethical consideration in NIS. 6. Discuss Nursing Informatics and its implication in nursing profession. 7. Describe the contribution of Information technology to efficiency and effectiveness of nursing. 	3	0
<p>TOTAL</p>	30	6

Recommended Books/ Reading Materials

- Sullivan, E.J., (2018). *Effective Leadership and Management in Nursing*. (10th Ed.). New Jersey.

LEADERSHIP AND MANAGEMENT CLINICAL

Credit hour: 01

Learning Outcomes/Objectives:

On completion of this course, learners will be able to perform the following skills:

S.NO.	Practical	OSCE/OSPE
1.	Staffing and Scheduling	01
2.	Problem solving skills for effective decision making in management.	01
3.	Conflict management strategies (scenario based)	01
4.	Budgeting and resource allocation	01
5.	Performance appraisal interviews	01
	Total	05

Recommended Books/ Reading Materials

- Sullivan, E.J., (2018). *Effective Leadership and Management in Nursing*. (10th Ed.). New Jersey.

APPLIED NUTRITION

Credit hours: 01

Learning Outcomes/Objectives:

On completion of this course, learners will be able to,

1. Describe the role of diet for prevention and management of diet related diseases.
2. Identify locally available and acceptable food sources to provide the nutritional needs for the health and growth at different ages.
3. Apply the knowledge of the nutrition in the management of the nutritional needs of patients with chronic and long-term diseases.

Course content	MCQs	SEQs
UNIT I: Maternal Nutrition 1. Nutritional need in pregnancy and Lactation. 2. Pre-pregnancy diet. 3. Pregnancy and adolescents 4. Nutritional risk factor of pregnancy 5. Concerns during pregnancy / weight gain/feeding twins/DM in pregnancy. 6. Prevalence of Iron deficiency anemia in Pakistani women.	2	0.5
Unit II: Nutritional Considerations in infancy and preschool years 1. Identify the best feeding options for infants in different circumstances in Pakistan. 2. Identify the major nutritional risk factors and strategies to prevent or manage them in the first years of life and during the pre-school years. 3. Weaning, Pre lacteal feeds, food introduce with quantity and type. 4. Counsel mothers regarding nutritional care of the children.	2	0
UNIT III: Weight management 1. Explain the concept of appropriate body weight. 2. Discuss the relationship of excess body weight to the development of chronic disease. 3. Explain the concept of energy balance. 4. Explain body mass index calculations. 5. Explain the role of diet in weight management. 6. Identify factors in the Pakistani diet that are particularly conducive to weight gain 7. Explain the role of exercise in weight management 8. Explain the role of behavior modification techniques in weight management. 9. Council patient regarding weight management.	3	0.5
UNIT IV: Enteral and Prenatal Nutrition. 1. Identify the characteristics, nutritional composition and concentration of formula feedings. 2. Complications associated with Enteral feeding.	2	0

<p>UNIT V: Nutritional considerations in the prevention and management of cardio vascular diseases</p> <ol style="list-style-type: none"> 1. Identify the risk factors for the development of hypertension. 2. Identify the risk factors for the development of coronary artery disease. 3. Discuss the role of a nurse in dietary management of hypertension and patient with hyperlipidemia. 4. Counsel patients on the dietary prevention of coronary artery disease 5. State dietary modification for low cholesterol diet – low saturated fat - low sodium diet 	2	0.5
<p>UNIT VI: Nutritional considerations in the prevention and management of liver disease</p> <ol style="list-style-type: none"> 1. Describe the role of diet in the management of gall stone 2. Describe the role of diet management of liver disease, especially hepatitis, cirrhosis, encephalopathy. 3. Discuss current beliefs and practices related to diet in liver disease in the community. 4. Identify the role of the nurse in dietary management of liver disease. 	2	0.5
<p>UNIT VII: Nutritional considerations in the prevention and management of renal disease</p> <ol style="list-style-type: none"> 1. Identify nutritional risk factors for nephrolithiasis and renal failure. 2. Discuss the role of a diet in etiology, prevention and management of nephrolithiasis and renal failure and during dialysis. 3. Describe the nutritional management in nephritic syndrome. 4. Review iron deficiency anemia and Iron sources (since it is common in renal patients). 	1	0.5
<p>UNIT VIII: Nutritional considerations in the prevention and management of Type II Diabetes Mellitus.</p> <ol style="list-style-type: none"> 1. Describe the prevalence of Type II DM in Pakistan. 2. Describe dietary factors associated with the diseases. 3. Explain the role of weight gain in the Etiology of Type II DM. 4. Identify the role of the nurse in prevention and management of Type II DM. 	1	0.5
TOTAL	15	3

Recommended Books/ Reading Materials

- Reference Book: Chuhan, D., (2021). *Nutrition for BSc. and post Basic Nursing Students*. (2nd ed.). Lotus publishers. India.

IELTS ENGLISH IV Credit Hours (2+0)

LEARNING OUTCOMES:

After the completion of this course the learners will be able:

- To use contextual clues to determine the meaning of new vocabulary
- To apply critical thinking skills during discussions
- To grasp new ideas and develop understanding
- To understand listening actively
- To write clearly maintaining the clarity of writing

COURSE CONTENTS:

Module	Weeks	Topics/ IELTS Module	Reference Materials
1A: READING	Week 01	READING (PRACTICE TEST) <ul style="list-style-type: none"> ● Test (60 mins) ● Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> ● Cambridge Academic IELTS 3 Reading Test 1-3 ● Cambridge Academic IELTS 4 Reading Test 1
	Week 02	READING (PRACTICE TEST) <ul style="list-style-type: none"> ● Test (60 mins) ● Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> ● Cambridge Academic IELTS 4 Reading Test 2-3 ● Cambridge Academic IELTS 5 Reading Test 1-3
2A: WRITING	Week 03	WRITING (PRACTICE TESTS) <ul style="list-style-type: none"> ● Test # 1 (60 mins) ● Test # 2 (60 mins) 	Worksheets <ul style="list-style-type: none"> ● Cambridge Academic IELTS 4 Writing Test 1-3 ● Cambridge Academic IELTS 5 Writing Test 1-3 ● Cambridge Academic IELTS 6 Writing Test 1-3

	Week 04	<p>WRITING (DISCUSSION & FEEDBACK OF TESTS)</p> <ul style="list-style-type: none"> • Class Discussion on: <ul style="list-style-type: none"> ○ the main idea and then the main points of graph/image ○ the prompt and what content it required ○ overall techniques which they lack ○ how to improve their writing skills • Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> ○ where their passages lacked coherence and clarity ○ the right answers to their grammatical mistakes ○ Students will rewrite the passages in class 	
3A: LISTENING	Week 05	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> • Test (60 mins) at English Language Lab • Class Feedback on the Test • Class Discussion on: <ul style="list-style-type: none"> ○ the context of the audio ○ replaying the parts of the audio that they didn't comprehend ○ how to employ selective and active listening ○ the importance of comprehending questions before listening ○ the techniques of multitasking 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> • Cambridge Academic IELTS 3 Listening Test 1-3 • Cambridge Academic IELTS 4 Listening Test 1
	Week 06	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> • Test (60 mins) at English Language Lab • Class Feedback on the Test • Class Discussion on: <ul style="list-style-type: none"> ○ the context of the audio ○ replaying the parts of the audio that they didn't comprehend ○ how to employ selective and active listening ○ the importance of comprehending questions before listening ○ the techniques of multitasking 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> • Cambridge Academic IELTS 4 Listening Test 2-3 • Cambridge Academic IELTS 5 Listening Test 1-3

4A: SPEAKING	Week 07	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> • Tests at English Language Lab (Speaking Test Part 1-2) 	<ul style="list-style-type: none"> • Cambridge Academic IELTS 3 Speaking Test 1-3 • Cambridge Academic IELTS 4 Speaking Test 1-3 • Cambridge Academic IELTS 5 Speaking Test 1-3
	Week 08	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> • Feedback of Part 1-2 of Speaking Tests • Test on Discussion Skills (Speaking Test Part 3) 	Tests <ul style="list-style-type: none"> • Cambridge Academic IELTS 3 Speaking Test 1-3 • Cambridge Academic IELTS 4 Speaking Test 1-3 • Cambridge Academic IELTS 5 Speaking Test 1-3

MIDTERM EXAMINATION

1B: READING	Week 09	READING (PRACTICE TEST) <ul style="list-style-type: none"> • Test (60 mins) • Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> • Cambridge Academic IELTS 6 Reading Test 1-3 • Cambridge Academic IELTS 7 Reading Test 1
	Week 10	READING (PRACTICE TEST) <ul style="list-style-type: none"> • Test (60 mins) • Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> • Cambridge Academic IELTS 7 Reading Test 2-3 • Cambridge Academic IELTS 8 Reading Test 1-3
2B: WRITING	Week 11	WRITING (PRACTICE TESTS) <ul style="list-style-type: none"> • Test # 1 (60 mins) • Test # 2 (60 mins) 	Worksheets <ul style="list-style-type: none"> • Cambridge Academic IELTS 7 Writing Test 1-3 • Cambridge Academic IELTS 8 Writing Test 1-3

			<ul style="list-style-type: none"> Cambridge Academic IELTS 9 Writing Test 1-3
	Week 12	<p>WRITING (DISCUSSION & FEEDBACK OF TESTS)</p> <ul style="list-style-type: none"> Class Discussion on: <ul style="list-style-type: none"> the main idea and then the main points of graph/image the prompt and what content it required overall techniques which they lack how to improve their writing skills Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> where their passages lacked coherence and clarity the right answers to their grammatical mistakes Students will rewrite the passages in class 	
3B: LISTENING	Week 13	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> Test (60 mins) at English Language Lab Class Feedback on the Test Class Discussion on: <ul style="list-style-type: none"> the context of the audio replaying the parts of the audio that they didn't comprehend how to employ selective and active listening the importance of comprehending questions before listening the techniques of multitasking 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> Cambridge Academic IELTS 6 Listening Test 1-3 Cambridge Academic IELTS 7 Listening Test 1
	Week 14	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> Test (60 mins) at English Language Lab Class Feedback on the Test Class Discussion on: <ul style="list-style-type: none"> the context of the audio replaying the parts of the audio that they didn't comprehend how to employ selective and active listening the importance of comprehending questions before listening 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> Cambridge Academic IELTS 7 Listening Test 2-3 Cambridge Academic IELTS 8 Listening Test 1-3

		<ul style="list-style-type: none"> ○ the techniques of multitasking 	
4B: SPEAKING	Week 15	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> • Tests at English Language Lab (Speaking Test Part 1-2) 	Tests <ul style="list-style-type: none"> • Cambridge Academic IELTS 6 Speaking Test 1-3 • Cambridge Academic IELTS 7 Speaking Test 1-3 • Cambridge Academic IELTS 8 Speaking Test 1-3
	Week 16	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> • Feedback of Part 1-2 of Speaking Tests • Test on Discussion Skills (Speaking Test Part 3) 	Tests <ul style="list-style-type: none"> • Cambridge Academic IELTS 6 Speaking Test 1-3 • Cambridge Academic IELTS 7 Speaking Test 1-3 • Cambridge Academic IELTS 8 Speaking Test 1-3
FINAL TERM EXAMINATION			

SEMESTER 7

NURSING RESEARCH

Credit hours: 3

Learning Outcomes/Objectives:

1. Recognize the research process as a systematic approach to thought and the generation of nursing knowledge.
2. Understand the process of Evidence based health care.
3. Identify the role of nursing research in the development of a body of nursing knowledge that promotes nursing as a profession.
4. Explain the ethical consideration used in nursing research for the safety of human subject and the conduct of research.
5. Analyze/ critique research studies in nursing and other health sciences to evaluate the use of research process, methodologies, validity, reliability, application & research findings to the practice, and its significant to development of nursing.
6. Prepare a condensed research proposal (either quantitative or qualitative)

Topic Detail	MCQs	SEQs
UNIT –I (Introduction, Overview, Definition, Ways of Knowing) <ul style="list-style-type: none">• Discuss the historical evolution of nursing research• Define the Research Terminology• Explain the method of acquiring knowledge• Define problem solving• Explain the steps of problem-solving methods• Mention the steps in scientific method• Discuss the limitations of scientific methods• Define research and nursing research• Discuss the types of research• Enumerate the characteristics and purpose of research• Explain the scope and area of nursing research• Identify the problems in conducting nursing research• Discuss the role of a nurse in the research process	3	0
UNIT -02: Ethics in research / ethical issues in nursing research <ul style="list-style-type: none">• Introduce the terms related to ethics• Explain the code of ethics• Discuss the importance of ethics in research• Mention the ethical principles for protecting human rights• Identify the measures to protect the rights of study participants• Discuss the ethical implications for nursing research	4	1

<p>UNIT- 03: Selecting and identifying the research problems and purposes</p> <ul style="list-style-type: none"> • Define the research process • Identify the steps in the research process • Define the research problems • Recognize the sources research problems • Interpret the steps of identifying a research problem • Enumerate the components of a research problem • Discuss the research questions • State the evaluation criteria for a research problem • Define he variable and its types • Define the operational definition • Discuss the research objectives 	2	1
<p>UNIT- 04: Formulating the hypothesis</p> <ul style="list-style-type: none"> • Define the term hypothesis • Classify the types of hypotheses • Describe the sources of hypothesis • Identify the characteristics of hypothesis • Implement the hypothesis testing • Describe the assumptions • Enumerate the delimitations and limitations 	3	1
<p>UNIT- 05: Literature review</p> <ul style="list-style-type: none"> • Define the term literature review • Discuss the characteristics of a quality review • Enlist the factors affecting the literature review • Explain the purposes of literature review • Describe the importance of literature review • Identify the types of Literature Review • Recognize sources of Literature Review • Explain the steps of Literature Review • Translate the tips for writing Literature Review • Discuss the critical appraisal of Review 	2	1
<p>UNIT- 06: Theories and conceptual models in Research</p> <ul style="list-style-type: none"> • Define the term Theory and its terminologies • Classify the types of Theories • Discuss the importance of Theory in Nursing • Define the term model • Differentiate between the conceptual framework and theoretical framework • Describe the importance of Theory, Models and Framework in research 	2	0

<ul style="list-style-type: none"> • State the use of Theory in Research • Discuss the process of conceptual framework development 		
UNIT- 07: Research Methodology 1)Sampling and its Design <ul style="list-style-type: none"> • Define the term Sample and Population • Describe the characteristics of a good Sampling Design • State the criteria for Sample selection • Enlist the factors influencing Sampling • Discuss the Sampling design process • Classify the types of Sampling techniques • Differentiate the Sampling errors and non-sampling errors • Discuss the types of errors 	5	1
UNIT- 08: Methods of Data Collection <ul style="list-style-type: none"> • Discuss the types of Research data • Describe the Data Collection Plan • Discuss the Developing Data Collection Plan • Identify the steps of Developing Data Plan • State the methods and tools of Data Collection <ol style="list-style-type: none"> 1. Interview <ul style="list-style-type: none"> ✓ Characteristics of Interview ✓ Benefits of Interview ✓ Other types of Interviews ✓ Steps of conducting an Interview <ol style="list-style-type: none"> 2. Questionnaire 3. Observation 4. Bio physiological method 5. Projective techniques 6. Visual analogue scale (VAS) 7. Ordinal scale 8. Interval scale 9. Ratio scale 	5	1
UNIT- 09: Analysis of Data and Application of Biostatistics in Nursing Research <ul style="list-style-type: none"> • Analysis of Quantitative Data • Steps of Quantitative Data Analysis • Descriptive Statistics • Application of Statistics • Measure of central Tendency • Certain terms in Probability • Normal Distribution • Chi- Square Test • Analysis of Qualitative Data 	5	0

UNIT- 10: Quantitative Research Design <ul style="list-style-type: none"> • Discuss the research Design • Describe the characteristics of good Research Design • Enumerate the factors affecting the selection of study design Quantitative Research <ul style="list-style-type: none"> ➤ Cross sectional Study Design ➤ Correlation Study Design ➤ Experimental research ➤ Quasi Experimental Research 	7	1
UNIT -11 Qualitative Research Designs <ul style="list-style-type: none"> ➤ Introduction to phenomenological study ➤ Case Study ➤ Grounded Theory/ Ethnography ➤ Historic Research / Qualitative Research Methodologies and Triangulations 	4	1
UNIT- 12 Proposal Writing <ul style="list-style-type: none"> • Definition of Research Proposal • Discuss the types of Research Proposal • Describe the importance of Research Proposal • Enumerate the advantages of Research Proposal • State the relationship of Research Proposal with Research • Discuss the components of Research Proposal <ol style="list-style-type: none"> 1. Title 2. Introduction 3. Statement of the problem 4. Review of related literature 5. Hypothesis 6. Purpose or objective of study 7. Work plan 8. Method, Research, Design Sample 9. References • Identify the common error in Research Proposal • Evaluate the Process of Research Proposal 	3	1
Total	45	9

Recommended Books/ Reading Materials

Polit, D. F., & Beck, C. T. (2017). *Nursing research: Generating and Assessing Evidence for Nursing Practice (10th ed.)*. Philadelphia: Lippincott Williams & Wilkins.

CRITICAL CARE NURSING

Credit hours: 04

Learning Outcomes/Objectives:

On completion of this course the learners will be able to:

1. Analyze critically, the assessment data of the patient incorporating physical, psychological, social, emotional and spiritual aspects of care.
2. Relate normal and altered physiological concepts to patient care in critical care and emergency setting.
3. Apply a variety of concepts and theories to the care of individuals and families, using the nursing process and Gordon's functional Health pattern as the framework.
4. Demonstrate an awareness of legal and ethical standards in caring for patients with various disorders in a variety of acute and intermediate care settings.
5. Discuss the concept & principles of Disaster Management

Unit	Topic	MCQs	SEQs
UNIT I:	Conceptual foundations in critical care nursing	20	4
	<ul style="list-style-type: none"> • Psychosocial implications in the care of critically ill patient and family • Stress and coping • Individual and family response to the critical care experience • Death and Dying theories • sleep and sensory balances in critically ill patient • Infection control in critical care • Nutrition in critical care • Contemporary issues in critical care area • Complementary therapies 		
Unit II:	Tools of critical Care	15	4
	<ul style="list-style-type: none"> • Methods of hemodynamic monitoring • Intraortic balloon pump monitoring • Code management • Ventilatory care 		
UNIT III:	Emergency Nursing	25	4
	<ul style="list-style-type: none"> • Concepts of disaster, triage and trauma management in pre-hospital and hospital setting • Nursing management of medical and surgical emergencies (pre-hospital and/or hospital settings) <ul style="list-style-type: none"> ○ Trauma and Hemorrhage ○ Life threatening emergencies • Airway emergencies 		

	<ul style="list-style-type: none"> • Cardiopulmonary emergencies • Shock <ul style="list-style-type: none"> ○ Poisoning and drug overdose ○ Contemporary issues in emergency nursing 		
Total		60	12

Recommended Books/ Reading Materials

1. Smeltzer, S. C., & Bare, B. G. (2000). Textbook of medical-surgical nursing (9th ed.). Philadelphia: Lippincott. 209
2. Brune, B. (July 2001). Deep vein thrombosis prophylaxis: The effectiveness and implications of using below knee or thigh length graduated compression stocking. (Vol. 30). Heart and lung 277-284.
3. Hunt, J. O., Hendrata, M. V., and Myles, P. S. (November/December, 2001). Quality of life 12 months after coronary artery bypass graft surgery. (Vol. 29) Heart and lung. 401-411

CRITICAL CARE NURSING CLINICAL

Credit hours: 04

Learning Outcomes/Objectives:

On completion of this course, learners will be able to perform the following skills:

S No	Nursing Skills	OSPE/OSCE
1	Oxygen inhalation by BiPAP, CPAP	1
2	Tracheostomy dressing	1
3	Administration of meter dose inhaler (MDI)	1
4	Measurement of peak flow meter	1
5	Chest Tube Care	1
6	Suctioning of ETT	1
7	ABGs Interpretation	1
8	Bed sore care	1
9	Glasgow coma scale (GCS) Assessment	1
10	Intra-arterial pressure monitoring	1
11	CVP measurement	1
12	Assisting and prepare CVP	1
13	ATT care	1
14	Left arterial pressure monitoring	1
15	Pulmonary arterial pressure monitoring	1
16	Cardiac output monitoring	1
17	Intra-aortic balloon pump monitoring (IABP)	1
18	Ventilator care	1
19	BLS	1
20	Triage coding	1
	Total	20

Recommended Books/ Reading Materials

1. Smeltzer, S. C., & Bare, B. G. (2000). Textbook of medical-surgical nursing (9th ed.). Philadelphia: Lippincott. 209
2. Brune, B. (July 2001). Deep vein thrombosis prophylaxis: The effectiveness and implications of using below knee or thigh length graduated compression stocking. (Vol. 30). Heart and lung 277-284.
3. Hunt, J. O., Hendrata, M. V., and Myles, P. S. (November/December, 2001). Quality of life 12 months after coronary artery bypass graft surgery. (Vol. 29) Heart and lung. 401-411

DIAGNOSTIC PROCEDURES

Credit hours: 02

Learning Outcomes/Objectives:

On completion of this course, learners will be able to:

1. Providing the client and/or significant others with an explanation of the diagnostic test, the purpose of the diagnostic tests and the procedure that will be followed for the specific diagnostic test, in addition to any specific preparation such as NPO after midnight, as indicated for the particular diagnostic test
2. The proper, complete and accurate labeling of all specimens that are obtained by the nurse at the bedside that minimally includes the client's full name, the date and time of the specimen collection
3. The proper preservation and transportation of the specimen to the laboratory in a timely manner along with the proper laboratory requisition slip
4. The use of the proper receptacle or container for the specific specimen that contains any necessary preservatives, chemical or anticoagulants
5. The proper disposal of all supplies and equipment that was used for the diagnostic test

TOPIC OF STUDY	MCQs	SEQs
Laboratory Investigations - Acid Base Balance Objectives: <ol style="list-style-type: none"> 1. Review the physiology mechanism responsible to regulate acid base balance in the body. 2. Interpret ABG's with different types of acid base imbalance with scenario. Discuss pre, intra, and post nursing care specific to ABGs 3. Basic interpretation of test and its requirements in different diseases conditions 4. Point of care testing of ABGs in ICUs and Emergency conditions. 5. Nursing management of ABGS, safe sampling for ABGs, and care of arterial line. 	3	1
Laboratory Investigations - Fluid and Electrolytes and Renal Function Objectives: <ol style="list-style-type: none"> 1. Review the pathophysiology of fluid and electrolyte in the body. 2. Discuss isotonic, osmotic and compositional imbalance. 3. Basic interpretation of test and its requirements in different diseases conditions 4. Point of care testing of Electrolytes in hospital settings 5. Nursing management of patient with electrolytes imbalance, education, and safe sampling. 	3	1
Laboratory Investigations - Coagulation function Objectives: <ol style="list-style-type: none"> 1. Identify the function and importance of the following investigation in relation to cardiac pulmonary disorder. 	4	1

<ol style="list-style-type: none"> a. Bleeding time b. Coagulation time c. Partial Thromoplastin time d. Fibrinogen e. Platelet f. Prothrombin Time g. Thrombin Time <ol style="list-style-type: none"> 2. Relate the laboratory investigation with the scenario in the case base tutorials 3. Discuss pre, intra and post nursing care specific to the coagulation investigation. 		
<p>Laboratory Investigations- Cardiopulmonary Function</p> <ol style="list-style-type: none"> 1. Identify the function and importance of the following investigation relation to cardiac pulmonary disorder <ul style="list-style-type: none"> • Creatinine Phosphokinase (CPK) • Plasma Cholesterol • Triglycerides • Lipoprotein • Trop-I 2. Relate the laboratory investigation and clinical manifestations with the scenario. 3. Discuss the nursing care of the patients specific to the above mentioned laboratory investigation. 4. Discuss pre, intra, and post nursing care specific to the related blood test. 	3	1
<p>Laboratory Investigations – Complete Blood Count</p> <ol style="list-style-type: none"> 1. Basic interpretation of test and its requirements in different diseases conditions 2. Point of care testing of CBC in hospital setting 3. Nursing management of patient with deranged CBC (infections, platelets count, anemic conditions) 	2	0
<p>Overview - Chest radiography</p> <ol style="list-style-type: none"> 1. Review the basic anatomy and physiology of the respiratory system and cardiac system. 2. Explain the purpose of taking a chest X-ray 3. Identify normal cardiothoracic anatomical structures demonstrable on a chest film. 4. Identify different views to assess chest (AP/PA view) 5. Basics of chest X-ray interpretations 6. Preparing patient for X-Ray (in inpatient and critical care settings) 7. Precautionary and safety measures for X-rays (safety of persons and surroundings, in OT, and open space areas-wards settings) 8. Nursing consideration for different X-rays 	5	1
<p>X- ray Interpretation for Chronic Obstructive Pulmonary Disease</p> <ul style="list-style-type: none"> • Chronic Bronchitis • Asthma • Emphysema 		

<p>X- ray Interpretation for chest Infections</p> <ul style="list-style-type: none"> • Bronchiectasis • Pneumonia • Tuberculosis 		
<p>X- ray interpretation for Pleural and Diaphragm Disorder</p> <ul style="list-style-type: none"> • Pneumothorax • Pleural effusion • Pneumonia • Diaphragmatic Hernias 		
<p>X- ray Interpretation for Pulmonary Trauma & Neoplasm</p> <ol style="list-style-type: none"> 1. Analyze physical signs and symptoms of pulmonary and trauma with chest radiographic findings. 2. Identify all intravascular catheters and pacemaker electrodes for position 3. Analyze physical signs and symptoms of cardiovascular disease with chest radiographic findings <ul style="list-style-type: none"> • Solitary Nodules • Pulmonary mass • Contusions and hematomas • Acute Respiratory Distress Syndrome • Airway Obstruction 		
<p>X- ray interpretation for Cardiovascular Disorder</p> <ul style="list-style-type: none"> • Pulmonary edema • Pulmonary hypertension • Heart enlargement • Pericardial disease 		
<p>ECG Interpretation</p> <ol style="list-style-type: none"> 1. Review the ECG wave component and intervals of normal ECG. 2. Relate each component of ECG complex with cardiac contraction. (Cardiac Cycle) 3. Measure the atrial rate (AR) and ventricular rate (VR). 4. Demonstrate ECG electrode placement for 12 lead ECG. 5. Identify the purpose of different leads. 6. Preparing patient for ECG (in inpatient and critical care settings) 7. Precautionary and safety measures for ECG 8. Nursing consideration for ECGs in ICU and emergency settings. 9. Basic interpretation of ECG for emergency conditions 10. Performing ECG for patient, lead placement of 12 Lead ECG and on defibrillator 11. Normal features 12. Sinus Arrhythmias 13. APCs <p>PVCs</p>	6	1

Atrial arrhythmia <ul style="list-style-type: none"> • Atrial Flutter • Atrial Fibrillation • Supraventricular Tachycardia Ventricular arrhythmia <ul style="list-style-type: none"> • Ventricular Tachycardia • Ventricular Fibrillation Junctional Arrhythmia		
ECG Interpretation for Conduction Disorder <ul style="list-style-type: none"> • First Degree Heart Block • Second Degree Heart Block Type I • Second Degree Heart Block Type II • Complete /Third Degree Heart Block • Pace maker 		
ECG Interpretation <ul style="list-style-type: none"> • Hypertrophy • Axis deviation 		
ECG Interpretation for Coronary Artery Diseases <ul style="list-style-type: none"> • Ischemia • Injury Myocardial Infarction		
Ultrasound <ol style="list-style-type: none"> 1. Basic requirement of Ultrasound in clinical settings 2. Nursing care for patient and preparation of patient undergoing different types of Ultrasounds Basic interpretation of ultrasound reports including whole abdomen, KUB etc.	2	0
CT Scan and MRI <ol style="list-style-type: none"> 1. Basic requirement of CT Scan and MRI in clinical settings 2. Nursing care for patient and preparation of patient undergoing different types of CT Scans and MRI (Contrast, without contrast) 3. Patient education for CT Scan and MRI 	2	0
Total	30	6

Recommended Books/ Reading Materials:

Brunner & Suddarth's Textbook Of Medical-Surgical Nursing 15th/Ed (Includes Online Access)

Burgener, F., A., Korman, M., & Pudas, T. (2006). The chest X-ray: differential diagnosis in conventional radiology. Germany: Theme.

Judith, A. S. (2007). ECG interpretation made incredibly easy (4th.ed.). Texas: Lippincott Williams & Wilkins.

Karthikeyan, D.C., (2007). Chest X-ray made easy. Jaypee: New Delhi

INTERNSHIP

Credit hours: 03

Learning Outcomes/Objectives:

1. The program will provide novice nurse with the opportunity to apply theoretical knowledge to the clinical setting by:
 - Encouraging them to function as a member of the multidisciplinary health care team.
 - Provide total nursing care to the patients in the hospital under close supervision of preceptor/senior Registered Nurse.
 - Enhancing communication and relationship skills.
 - Strengthening assessment and clinical skills

S/NO	NURSING SUNJECTS	WORKING DEPARTMENTS	TIME ALLOCATION	REMARKS
1.	Medical Nursing	Medical ward	One week	
2.	Surgical nursing	Surgical ward	One week	
3.	Critical Care nursing	ICU/CCU	One week	
4.	Pediatric nursing	Pediatric Ward	One week	
5.	Nursing management	Any department	One week	Project
	Total		05 weeks	

IELTS ENGLISH V Credit Hours (2+0)

LEARNING OUTCOMES:

After the completion of this course the learners will be able:

- To use vocabulary appropriately
- To listen and understand scenarios more effectively and efficiently
- To speak in a proficient and fluent manner
- To boost up the confidence

COURSE CONTENTS:

Module	Weeks	Topics/ IELTS Module	Reference Materials
1A: READING	Week 01	READING (PRACTICE TEST) <ul style="list-style-type: none"> ● Test (60 mins) ● Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> ● Cambridge Academic IELTS 9 Reading Test 1-3 ● Cambridge Academic IELTS 10 Reading Test 1
	Week 02	READING (PRACTICE TEST) <ul style="list-style-type: none"> ● Test (60 mins) ● Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> ● Cambridge Academic IELTS 10 Reading Test 2-3 ● Cambridge Academic IELTS 11 Reading Test 1-3
2A: WRITING	Week 03	WRITING (PRACTICE TESTS) <ul style="list-style-type: none"> ● Test # 1 (60 mins) ● Test # 2 (60 mins) 	Worksheets <ul style="list-style-type: none"> ● Cambridge Academic IELTS 10 Writing Test 1-3 ● Cambridge Academic IELTS 11 Writing Test 1-3

			<ul style="list-style-type: none"> Cambridge Academic IELTS 12 Writing Test 1-3
	Week 04	<p>WRITING (DISCUSSION & FEEDBACK OF TESTS)</p> <ul style="list-style-type: none"> Class Discussion on: <ul style="list-style-type: none"> the main idea and then the main points of graph/image the prompt and what content it required overall techniques which they lack how to improve their writing skills Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> where their passages lacked coherence and clarity the right answers to their grammatical mistakes Students will rewrite the passages in class 	
3A: LISTENING	Week 05	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> Test (60 mins) at English Language Lab Class Feedback on the Test Class Discussion on: <ul style="list-style-type: none"> the context of the audio replaying the parts of the audio that they didn't comprehend how to employ selective and active listening the importance of comprehending questions before listening the techniques of multitasking 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> Cambridge Academic IELTS 9 Listening Test 1-3 Cambridge Academic IELTS 10 Listening Test 1
	Week 06	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> Test (60 mins) at English Language Lab Class Feedback on the Test Class Discussion on: <ul style="list-style-type: none"> the context of the audio replaying the parts of the audio that they didn't comprehend how to employ selective and active listening the importance of comprehending questions before listening 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> Cambridge Academic IELTS 10 Listening Test 2-3 Cambridge Academic IELTS 11 Listening Test 1-3

		<ul style="list-style-type: none"> ○ the techniques of multitasking 	
4A: SPEAKING	Week 07	<p>SPEAKING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> • Tests at English Language Lab (Speaking Test Part 1-2) 	<p>Tests</p> <ul style="list-style-type: none"> • Cambridge Academic IELTS 9 Speaking Test 1-3 • Cambridge Academic IELTS 10 Speaking Test 1-3 • Cambridge Academic IELTS 11 Speaking Test 1-3
	Week 08	<p>SPEAKING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> • Feedback of Part 1-2 of Speaking Tests • Test on Discussion Skills (Speaking Test Part 3) 	<p>Tests</p> <ul style="list-style-type: none"> • Cambridge Academic IELTS 9 Speaking Test 1-3 • Cambridge Academic IELTS 10 Speaking Test 1-3 • Cambridge Academic IELTS 11 Speaking Test 1-3
MIDTERM EXAMINATION			
1B: READING	Week 09	<p>READING (PRACTICE TEST)</p> <ul style="list-style-type: none"> • Test (60 mins) • Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	<p>Worksheets</p> <ul style="list-style-type: none"> • Cambridge Academic IELTS 12 Reading Test 1-3 • Cambridge Academic IELTS 13 Reading Test 1
	Week 10	<p>READING (PRACTICE TEST)</p> <ul style="list-style-type: none"> • Test (60 mins) • Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	<p>Worksheets</p> <ul style="list-style-type: none"> • Cambridge Academic IELTS 13 Reading Test 2-3 • Cambridge Academic IELTS 14 Reading Test 1-3
2B: WRITING	Week 11	<p>WRITING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> • Test # 1 (60 mins) 	<p>Worksheets</p> <ul style="list-style-type: none"> • Cambridge Academic IELTS 13 Writing Test 1-3

		<ul style="list-style-type: none"> • Test # 2 (60 mins) 	<ul style="list-style-type: none"> • Cambridge Academic IELTS 14 Writing Test 1-3
	<p>Week 12</p>	<p>WRITING (DISCUSSION & FEEDBACK OF TESTS)</p> <ul style="list-style-type: none"> • Class Discussion on: <ul style="list-style-type: none"> ○ the main idea and then the main points of graph/image ○ the prompt and what content it required ○ overall techniques which they lack ○ how to improve their writing skills • Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> ○ where their passages lacked coherence and clarity ○ the right answers to their grammatical mistakes ○ Students will rewrite the passages in class 	
<p>3B: LISTENING</p>	<p>Week 13</p>	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> • Test (60 mins) at English Language Lab • Class Feedback on the Test • Class Discussion on: <ul style="list-style-type: none"> ○ the context of the audio ○ replaying the parts of the audio that they didn't comprehend ○ how to employ selective and active listening ○ the importance of comprehending questions before listening ○ the techniques of multitasking 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> • Cambridge Academic IELTS 12 Listening Test 1-3 • Cambridge Academic IELTS 13 Listening Test 1
	<p>Week 14</p>	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> • Test (60 mins) at English Language Lab • Class Feedback on the Test • Class Discussion on: <ul style="list-style-type: none"> ○ the context of the audio ○ replaying the parts of the audio that they didn't comprehend ○ how to employ selective and active listening ○ the importance of comprehending questions before listening 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> • Cambridge Academic IELTS 13 Listening Test 2-3 • Cambridge Academic IELTS 14 Listening Test 1-3

		○ the techniques of multitasking	
4B: SPEAKING	Week 15	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> • Tests at English Language Lab (Speaking Test Part 1-2) 	Tests <ul style="list-style-type: none"> • Cambridge Academic IELTS 12 Speaking Test 1-3 • Cambridge Academic IELTS 13 Speaking Test 1-3 • Cambridge Academic IELTS 14 Speaking Test 1-3
	Week 16	SPEAKING (PRACTICE TESTS) <ul style="list-style-type: none"> • Feedback of Part 1-2 of Speaking Tests • Test on Discussion Skills (Speaking Test Part 3) 	Tests <ul style="list-style-type: none"> • Cambridge Academic IELTS 12 Speaking Test 1-3 • Cambridge Academic IELTS 13 Speaking Test 1-3 • Cambridge Academic IELTS 14 Speaking Test 1-3
FINAL TERM EXAMINATION			

SEMESTER 8

COMMUNITY HEALTH NURSING-II

Credit Hours: 02

Learning Outcomes/Objectives:

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

1. Demonstrate the role of the community health nurse as a practitioner, researcher, educator and manager while participating in the health care of the community.
2. Participate in planning, implementing, and evaluating the Health / Developmental project with the community.
3. Utilize the concepts of Primary Health Care, Health Promotion, Epidemiology and planning cycle in health/ development project in community setting.

Topic Detail	MCQs	SEQs
UNIT I: Review health transition and global health <ul style="list-style-type: none"> ○ Demography ○ Health statistics ○ Burden of disease ○ Natural history of disease transmission 	05	01
UNIT II Tropical and Communicable Diseases and role of a nurse and Disorders spread by droplet infections <ul style="list-style-type: none"> • Tuberculosis • Diphtheria • Pertussis • Measles • Mumps 	05	01
UNIT III Disorders spread by ingestion of contaminated food and water borne diseases <ul style="list-style-type: none"> Diarroheal diseases Cholera Dysentery Food Poisoning Enteric Fever Poliomyelitis Worms Infestation o Round worms Pin worms o Hook worms Tape worms Worms Infestation (Continued) Hook worms 	05	01

Tape worms Hepatitis		
UNIT IV Disorders spread by insects and animal vector <ul style="list-style-type: none"> • Rabies • Malaria • Dengue Fever • Pediculosis • Typhus Fever 	05	01
UNIT V: Diversity in CHN role <ul style="list-style-type: none"> ○ Health Promotion ○ Early Childhood care and development ○ Child to child ○ School health ○ Environmental health ○ Occupational health ○ Disaster management" 	05	01
UNIT VI: Community as partner <ul style="list-style-type: none"> ○ Review. Introduction and Need Assessment ○ Community as Partner: Assessment & System frame work ○ Community as Partner: MIS & Surveillance ○ Community as Partner: Approaches ○ Community as Partner: Community participation ○ Community as Partner: Priority setting- QALYs. DALYs ○ Community as Partner: Planning & Implementation ○ Community as Partner: Monitoring & Evaluation ○ Presentation of project" 	05	01
Total	30	6

Recommended Books/ Reading Materials

Ansari. I. M., (2003). Community Medicine and Public Health. (6th ed.). Karachi Urdu Bazaar.

Anderson, E. T., & McFarlane, J. (2000). Community as partner: Theory and practice in nursing. (3rd ed.). Philadelphia: Lippincott

COMMUNITY HEALTH NURSING-II CLINICAL

Credit Hours: 02

Learning Outcomes/Objectives:

By the end of this field experience the learners will be able to:

1. Analyze and demonstrated the role of a CHN in the Community.
2. Apply the concepts of community participation and empowerment when addressing the specific health / developmental needs of the community.
3. Complete community assessment and diagnosis including the identification of high risk groups, utilizing Gordon's Functional Health patterns and the principles of community participation.
4. Collect, interpret, and apply health statistics.
5. Develop and implement action plan relevant to the community's need.
6. Evaluate interventional strategies and modify the action plan accordingly.
7. Participate in field team activities at the PHC Centre etc.
8. Identify and utilized available resources and NGO's working with in the Community, city, and country.
9. Develop linkages between the PHC Centre and the community, NGO's, CBO's, etc. for the sustainability purpose.
10. Complete a community health/development project based on the needs identified by the community.

FIELD PROJECT

The field project is based on components of Evidenced Based Practice (EBP). Learners need to assess, diagnose, plan, implement & evaluate accordingly. It is important for learners to understand the guidelines given below in order to do the project efficiently.

Things to remember:

1. Community involvement.
2. Involve PHC team (if required and available)
3. Integrate steps of planning cycle, concepts of PHC and epidemiology.

Use the following steps:-

- Assess a community
- Use of previous records, research data observations, interviews etc.
- Create a list of major problems in the community.
- Prioritized these problems and choose one particular problem (a problem which can be resolved).

Identify various strategies to solve the problem

Based on literature review and choose one strategy (a strategy that is doable) Formulate a complete plan of action. Remember to plan for sustainability of the project from the beginning. When planning and implementing the project, learners must be aware that they are accountable to the community and responsible to the health stake holders. Learners should be prepared to answer the community or the health stake holders if they are asked

to justify what they are doing, for example, they can expect question like why do you think this is a problem? Why is this the problem you would want to resolve? Why is this best strategy to solve this problem? Is this the problem the community wants to solve? Who is involved? Is it sustainable?

Modifications

The modifications or changes made in the initial plan and why were they needed.

Implementations:

Resources used, how, where, when and who of the implementation phase.

Evaluation:

What was the outcome, whether the objectives were achieved and how were they measured.

Conclusion and discussion:

A general analytical conclusion including a discussion of problem faced, future recommendations, and research needs.

Note: Refer appendix A for evaluation tool to be used for presentation.

EVALUATION CRITERIA FOR FIELD PROJECT

S No	Description	Marks
1	The Situation Assessment of the community: Introduction, population pyramid, dynamics. Introduction to the problem: what is the problem, specific problem statement, magnitude of the problem, effect of the problem, and what steps did you and the community take to select this particular problem etc.	05
2	Review of The Literature and Analysis of The Situation A review of literature to support the problem and to outline its effects in the community. A concise review of literature discussing various possible strategies to solve the problem.	05
3	Recommended Strategy Justify the selected strategy for its appropriateness and relevance to the community. Sustainability of the project, application of principle of the PHC and community participation, how scientifically sound is the idea.	05
4	Plan of Action Objectives of the plan. Give a complete plan of action including who, where, how, when of the plan. How do you plan to evaluate the project	05
5	Implementation With Modification Description of project implementation in the community along with measures taken to sustain the project. Clear & concise description of modifications needed along with rationale.	10
6	Implementation	05

	At Field Level Planning and implementation at field level will also be assessed. Involvement of PHC team & community from identification to evaluation of project and efforts made to sustain the project will also be assessed.	
7	Results Provide a complete, analytical description, of the outcomes of your project including expected and unexpected results.	05
8	Conclusion Brief summary of project including limitations and recommendations.	05
9	Style of writing APA style, references, organization, flow and transition and Succinctness.	05
	Total	50

Recommended Books/ Reading Materials

Ansari. I. M., (2003). Community Medicine and Public Health. (6th ed.). Karachi Urdu Bazaar.

Anderson, E. T., & McFarlane, J. (2000). Community as partner: Theory and practice in nursing. (3rd ed.). Philadelphia: Lippincott

Oncology and Palliative Care Nursing

Credit Hours: 02

Learning Outcomes/Objectives:

On completion of this course students will be able to:

1. Deliver evidence-based information by enabling them to practice with accurate scientific knowledge, a solid nursing science foundation, excellent communication, and an understanding of the healthcare system for policy development as they work to prevent, identify, and treat patients with cancer.
2. Identify current treatments in interventional and pharmacological therapeutics with a focus on evidence-based holistic nursing care.
3. Place emphasis on the development of sound clinical judgment, critical thinking and collaborative care to achieve optimal outcomes for their patients.
4. Apply safeguards to support a safe practice environment for both patients and healthcare workers.

TOPIC OF STUDY	MCQs	SEQs
Unit 1: Cancer Biology :Student Learning Outcomes <ol style="list-style-type: none"> 1. Describe the concepts of normal and cancer cell growth, proliferation, differentiation, and regulatory mechanisms. 2. Define the characteristics of benign and malignant cells and tumors. 3. Recognize the genetic, immunological, and hormonal basis of cancer. 4. Describe processes of invasion and metastases. 5. List common classification systems for cancer. 6. Compare and contrast common methods for diagnosing, staging, and grading cancer. 	02	0
Unit 2: Cancer Treatment Planning :Student Learning Outcomes <ol style="list-style-type: none"> 1. Describe how classification of tumors influence treatment planning. 2. Describe the individual related factors that influence cancer treatment planning. 3. Discuss influence and use of cancer clinical trials in cancer treatment planning. 4. Identify the principles for facilitating decision making by people affected by cancer. 5. Define evidence-based guidelines. 	02	0

6. Identify evidence-based guidelines for cancer treatment planning.		
<p>Unit 3: Surgery in Cancer Treatment</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe the factors influencing the selection of surgery for cancer. 2. Identify the types of surgery in the prevention, diagnosis, staging, treatment, and palliation of cancer. 3. Identify upcoming surgery alternatives for cancer management. 4. Explore nurse's role in surgical cancer treatment. 5. Identify the impact of cancer surgery on various aspects of the patient's overall health. 6. Discuss the prevention, detection, and management of common health alterations experienced by people undergoing surgery for cancer. 7. Explore the nurse's role during pre & post-surgery for cancer. 	02	1
<p>Unit 4: Radiotherapy in Cancer Treatment</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Recognize the concepts of applied radiation physics and radiation biology. 2. Describe the factors influencing the selection of radiotherapy for cancer. 3. Discuss the role of radiotherapy in the treatment and palliation of cancer. 4. List the methods for delivering radiotherapy. 5. Describe the radiation safety principles to limit exposure to ionizing radiation for radiotherapy personnel, people affected by cancer, and the general public. 6. Identify upcoming radiotherapy alternatives for cancer management. 7. Identify the impact of radiotherapy on various aspects of the patients' overall health. 8. Describe the prevention, detection, and management of common health alterations experienced by people undergoing radiotherapy for cancer. 	02	1
<p>Unit 5: Antineoplastic Agents in Cancer Treatment</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe the classification of antineoplastic agents. 2. Explain the role of antineoplastic agents in the treatment and palliation of cancer. 3. Describe factors influencing the selection of antineoplastic agents for cancer. 4. Compare the methods for administering antineoplastic agents. 	02	0

<ol style="list-style-type: none"> 5. Describe the principles of safe handling of antineoplastic agents. 6. Identify upcoming alternatives for antineoplastic therapies in the management of cancer. 7. Describe the experience and impact of antineoplastic therapies on the patients' overall health. 8. Discuss the prevention, detection, and management of common health alterations experienced by people receiving antineoplastic therapies for cancer. 		
<p>Unit 6: Safe Handling of Hazardous Drugs</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Identify hazardous drugs related to cancer treatment. 2. Describe the risk of exposure to hazardous drugs and its consequences. 3. Describe use of personal protective equipment (PPE), spill cleanup and waste disposal of hazardous drugs in cancer treatment. 	02	0
<p>Unit 7: Nursing Management of Tissue Integrity and Nutrition in Cancer Patient</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Identify cancer treatment procedures that affect skin integrity of the patient. 2. Describe how skin integrity is assessed and cared for in cancer patients. 3. Explain the concept of maintenance of tissue integrity for cancer patient in nursing care management and planning. 4. Identify information for patient education/counselling on self-care related to skin integrity. 5. Recognize the importance of promoting nutrition for the cancer patient in nursing care management and planning. 6. Identify the main cancer treatment-related nutrition issues. 7. Describe how well nutrition is assessed and addressed in cancer patients. 8. Identify different nutrition therapy strategies in cancer patients. 9. Identify information for patient education/counselling on self-care related to nutrition. 	02	1
<p>Unit 8: Nursing Management of Pain, Fatigue and Weakness in Cancer Patient</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Define the concept and characteristics of pain in cancer care. 2. Describe the classifications and mechanisms of pain of cancer patients. 	02	1

<ol style="list-style-type: none"> 3. Describe pain assessment techniques and tools used in cancer care. 4. Describe pharmacological pain management in cancer patients. 5. Identify interventions for the management of side effects from pain medication in cancer patients. 6. Identify non-pharmacological pain management in cancer patients. 7. Identify information for patient education/counseling on pain management at home. 8. Define the fatigue and weakness normally experienced by cancer patients. 9. Describe the methods to assess fatigue and weakness. 10. Use methods of non-pharmacological and pharmacological interventions to address the fatigue generally experienced by cancer patients. 11. Identify information for patient education and counselling on fatigue management at home. 		
<p>Unit 09: Nursing Management of Anemia, Thrombocytopenia/Bleeding, Neutropenia and Mouth/Throat in Cancer Patient</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Identify the common side effects of chemotherapy and radiation cancer therapies. 2. Identify causes, signs/symptoms, and diagnostic factors of anemia in cancer patients. 3. Describe the management of anemia in cancer patients. 4. Describe the nurse's role in the management of anemia in cancer patients. 5. Define thrombocytopenia. 6. Identify causes, signs/symptoms, and diagnostic factors of thrombocytopenia and bleeding in cancer patients. 7. Describe the management of thrombocytopenia/bleeding in cancer patients. 8. Describe the nurse's role in the management of thrombocytopenia/bleeding in cancer patients. 9. Describe neutropenia and mouth/throat problems as side effects related to cancer and cancer treatment. 10. Describe the management of these side effects. 11. Describe the nurse's role in the management of these side effects. 	02	1
<p>Unit 10: Nursing Management of Extravasation and Peripheral Neuropathy in Cancer Patient</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe extravasation and peripheral neuropathy as side effects related to cancer and cancer treatment. 	02	0

<ol style="list-style-type: none"> 2. Identify risk factors, signs, and symptoms of extravasation and peripheral neuropathy in cancer treatment. 3. Describe the management of these side effects. 4. Describe the nurse's role in the management of these side effects. 		
<p>Unit 11: Self-esteem and Body Image Concerns in Cancer Patient</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe the definition of self-esteem and body image. 2. Identify patient's concerns regarding body image and self-esteem as a consequence of cancer treatment. 3. Discuss ways to improve body image and self-esteem in the nursing management of cancer patients. 4. Identify information for patient education/counseling on self-esteem management and positive image at home. 	02	
<p>Unit 12: Effective Communication</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe the fundamentals of communicating clearly and concisely, both orally and in writing. 2. Summarize the principles of facilitation skills to help in decision making. 3. Describe the learning needs of the adult learner 4. Describe the principles to effectively teach virtual coaching/learning situations to inspire and engage team members. 5. Use skills to effective coaching in individual and group situations to inspire and engage team members. 6. Breaking bad news, nursing skills and support for breaking bad news 7. Communicating code status for DNR, palliative care of patients with cancer. 	01	
<p>Unit 13: Patient Education and Supportive Care</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Define patient education. 2. Discuss nurse's role in provision of patient education. 3. Identify benefits of patient education in cancer patients. 4. Describe evidence-based approaches and process of patient education. 5. Define supportive care during and after cancer treatment. 6. Describe the supportive care needs during and after cancer treatment. 7. Identify the barriers to supportive care provision to cancer patients. 	01	

<ol style="list-style-type: none"> 8. Describe evidence-based screening and assessment approaches to identify supportive care needs. 9. Explain the role of self-management as part of the supportive care process. 10. Recognize self-care practices for nurses. 		
<p>Unit 14: Palliative Care</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Define palliative care. 2. Discuss the role and benefits of palliative care. 3. Identify the barriers to palliative care. 4. Outline the requirements for having an effective care team in palliative care. 5. Discuss the topic of pain management in palliative care. 6. Identify the common psychosocial issues during end-of-life care of patients and their families. 7. Role of nurse in palliative care 8. Scope and current practices of palliative care nursing in Pakistan 	02	1
<p>Unit 15: Death and Dying</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe the role of spirituality and cross-cultural beliefs and practices surrounding death. 2. Identify the various aspects of providing support and comfort to terminally ill patients. 3. Recognize common emergencies in oncology. 4. Describe actions to address common oncology emergencies. 5. Describe nurse's role in end-of-life planning and Advanced Directives 6. Provide insights on Legacy and Life Review Projects. 7. Describe the nurse's role in respect to funeral practices, rituals, and legalities. 	02	0
<p>Unit 16: Grief and Bereavement</p> <p>:Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe the stages and expressions of grief. 2. Identify the grieving process around cancer diagnosis, trajectory, and prognosis. 3. Describe the importance of self-reflection in grief and bereavement management 4. Identify resources and support networks to face the diagnosis, trajectory, and prognosis of cancer. 	02	0

5. Summarize the understanding on self-reflection on one's own mortality, myths, beliefs, and attitudes facing the death.		
Total	30	6

Recommended Books/ Reading Materials

1. Core Curriculum for Oncology Nursing, Jeannine M. Brant 6th Edition, Elsevier Health Sciences, 2019, ISBN 0323608620, 9780323608626

2. Placement Learning in Cancer & Palliative Care Nursing: A guide for students in practice. Bailliere Tindall; 1st edition (December 11, 2012)

Oncology and Palliative Care Nursing Clinical

Credit Hours: 02

Learning Outcomes/Objectives:

On completion of this course students will be able to perform the following skills:

S No	Skills	OSPE/OSCE
1	General Assessment of oncology patients.	1
2	Assessment of oncology patient for nutrition and skin integrity (bedsores, dressing etc)	1
3	IV line care of oncology patients (any type)	1
4	Safe administration of oncological medications (IV, CVP line care and dressing etc)	1
5	Spill and hazard (body fluids after chemo) management (protocol) 6. Assistance in biopsy.	1
6	Blood sampling (venous sampling)	1
7	Basic Life support in oncological emergencies	1
8	Body surface area calculation (BSA)	1
9	Operating IVAC machines for TPN, and syringe pump	1
10	Assistance in biopsy.	1
	Total	10

Recommended Books/ Reading Materials

1. Core Curriculum for Oncology Nursing, Jeannine M. Brant 6th Edition, Elsevier Health Sciences, 2019, ISBN 0323608620, 9780323608626

2. Placement Learning in Cancer & Palliative Care Nursing: A guide for students in practice. Bailliere Tindall; 1st edition (December 11, 2012)

Arabic Language Course for Nurses

Credit Hours: 02

Program Introduction

The Arabic Language Course for Nursing Staff has been designed according to the requirements of paramedical staff likely to perform their duties in medical field in the Middle East. The program will enable the students to acquire the ability of the four skills of language learning: reading, understanding, speaking and writing. This curriculum is comprised of comprehensive set of Arabic dialogue and text that prompt the student to interact with the Arab environment and the requirements of daily Arab life, as it enables the student to understand what s/he listens and express his/her feelings.

Mechanism of Work in Class:

Group discussions, exercises, applications, quiz and group activities in the classroom are adopted as teaching tools. During training sessions, dialogues and conversations among the students are recorded, and then presented to them, in order to identify their mistakes committed during these sessions.

Program's Alignment with University Mission

Based on university vision and mission, this program will strive for achieving the following aims and goals:

Program Aims:

- This program aims at training the student to read and comprehend Arabic text directly.
- Developing of real sense of Arabic phonology so that the students may know the correct pronunciation.
- Grooming students' abilities for interpreting and equipping them with necessary proficiency to express their needs in various areas and places.
- Enabling students to display substantial proficiency in oral and written Arabic.
- Strengthening social, cultural, political, economic and religious relations between Pakistan and rest of the Arabic world.
- Creating a soft image of Pakistani medical staff in service sectors of Middle East.

OBJECTIVES:

- Proficiency in four skills of language learning; understanding, reading, speaking and writing.
- Special Proficiency in Spoken Arabic.
- Ability to do a common translation from Arabic to Urdu and vice versa.
- Proficiency in interpretation from Arabic to English and vice versa.
- Ability to comprehend official documents written in Arabic.
- Proficiency in understanding signboards and navigators written in Arabic.

Course Description

توصيف المقرر

إن هذا المقرر الدراسي للغة العربية قد وُضع لموظفي التمريض الذين من المحتمل أن يؤديوا واجباتهم في المجال الطبي وفقاً لمتطلبات وظيفتهم في الشرق الأوسط. سيتمكن البرنامج الطلاب من المهارات الأربع من القراءة والاستماع والتحدث والكتابة. وهذا المقرر يركز هذا الجانب من المحادثة مما يساعد الطلاب

في الإظهار عما في ضميرهم وباطنهم. وقد روعي في هذا المنهج مجموعة وافية من الحوارات والنصوص العربية التي تدفع الطالب إلى التفاعل مع البيئة العربية ومقتضيات الحياة العربية اليومية حيث يمكن الطالب من الفهم ما يسمع والتعبير عما يريد ويحس به.

Course Objective

أهداف المقرر:

- تنمية مهارات النطق والقراءة والاستعمال اللغوي مراعيًا السهولة والابتعاد عن الاستعانة بأية لغة أخرى أثناء التدريس، وهذا ما يوصل الطالب إلى تذوق هذه اللغة واكتساب الدراس القدرة على الاتصال بأهل اللغة من خلال عرض هذه الحوارات مشافهة وكتابة وشعورًا وتعبيرًا.
- تمكين الدارس من الكفايات اللغوية والاتصالية والثقافية فضلاً عن اكتسابه القدرة على المهارات الأربع من فهم وقراءة وكلام وكتابة.
- تنمية المعنى الحقيقي للأصوات العربية حتى يتمكن الطالب من النطق الدقيق للكلمات.
- تنمية قدرات الطالب في الترجمة، وإكسابه الكفاءة اللازمة للتعبير عن حاجته في مختلف المجالات والأماكن.
- تعزيز العلاقات الاجتماعية والثقافية والسياسية والاقتصادية والدينية بين باكستان وبقية العالم العربي.
- تنمية صورة ناعمة للطاغم الطبي الباكستاني في قطاعات الخدمات في الشرق الأوسط.

Course Contents

محتويات المقرر:

Unit 01

1- الوحدة الأولى: التحيّة والتعارف

- 1.1 الحوارات الثلاثة حول التحيّة والتعارف
(إلقاء التحيّة- التعريف بنفسك وبالآخرين- التعريف بأفراد الأسرة وأعمالهم- السؤال عن الاسم والبلد والجنسية- الاستفهام ب: هل- من أين- ما، اسما الإشارة: هذا- هذه)
- 1.2 التدريبات: 1- المفردات تتعلق بالتحيّة والتعارف
2- أسماء الإشارة: هذا- هذه- ذلك- تلك
الكلام: تبادل حوارات- تبادل أسئلة- أسئلة اتصالية
- 1.3 التدريبات: 1- الضمائر المتصلة: ياء المتكلم- نا المتكلمين- كاف المخاطب(المذكر/المؤنث) هاء الغائب(المذكر/المؤنث)
الكلام: تبادل حوارات- تبادل أسئلة- أسئلة اتصالية

Unit02

2- الوحدة الثانية : الحياة اليومية

- 2.1 الحوارات الثلاثة حول الحياة اليومية
(السؤال عن الوقت- وسيلة المواصلات- العطلة وأنشطتها)

2.2 التدريبات : 1-المفردات : تتعلق بالحياة اليومية

2- الاستفهام ب:كَمْ (في جملة اسمية) و ماذا+ فعل مضارع (متكلم ومخاطب).

2.3 التدريبات : الاستفهام ب: متى- أين+ فعل مضارع (متكلم ومخاطب) - النفي بلا.

الكلام: تبادل حوارات- تبادل أسئلة- تكوين جمل تدور حول النشاط اليومي.

Unit 03

3-الوحدة الثالثة: الطعام والشراب

3.1- الحوارات الثلاثة حول الطعام والشراب

(السؤال عن الوجبات ومكوناتها والوزن- طلب الطعام والشراب- التعبير عن الجوع)

3.2- التدريبات : 1- المفردات،:تتعلق بأشياء الطعام والشراب

2- الاستفهام ب:هل/أ والاسجابة بالنفي لا+ فعل مضارع و بالإيجاب (نعم).

الكلام: تبادل حوارات- تبادل أسئلة- أسئلة اتصالية.

3.3- التدريبات : و الفعل المضارع المسند للمخاطب المؤنث(تطليبن- تشريبن)

الكلام: تبادل حوارات- تبادل أسئلة- تكوين جمل تدور حول الطعام والشراب.

Unit 04

4- الوحدة الرابعة: الدراسة

4.1- الحوارات الثلاثة حول الدراسة

(الاستفسار عن الدراسة والاختبارات والعطلة والتحدث عن المستقبل)

4.2- التدريبات : 1- المفردات تتعلق بالدراسة

4.3- 2- الفعل الماضي(التصريف إلى الفاعل الغائب الواحد و المخاطب الواحد-

المذكر والمؤنث-والمتكلم).

الكلام: تبادل حوارات- تبادل أسئلة وإجابات.

4.4- التدريبات : كان- يكون+خبر كان أو (للتخيير) - قريب من ، وبعيد عن في أي...؟

. الكلام: تبادل حوارات- تبادل أسئلة- تكوين جمل تدور حول الدراسة.

Unit 05

5- الوحدة الخامسة: المهن والعمل

5.1- الحوارات الثلاثة حول المهن والعمل

(التعريف بمهنتك، والسؤال عن مكان العمل وعدد ساعات العمل، والسؤال عن الوظائف في المستقبل،

والوقت)

5.2- التدريبات : 1- المفردات تتعلق بالمهن والعمل والوظائف والأحرف.

2- والعدد والمعدود من واحد إلى عشر.

الكلام: تبادل حوارات- تبادل أسئلة وإجابات.

5.3- التدريبات : الاستفسار عن الساعة والوقت، وأيام الأسبوع.

الكلام: تبادل حوارات- تبادل أسئلة- تكوين جمل تدور حول المهن والعمل.

Unit 06

6- الوحدة السادسة: التسوق

6.1- الحوارات الثلاثة حول التسوق

(الترحيب، الاستفسار، الطلب بأدب، الاستجابة للطلب بأدب، السؤال عن الأسعار)

6.2- التدريبات : 1- المفردات: تتعلق بالنقود وأشياء صغيرة وأواني وملابس

وأطعمة

2- الاستفهام ب: أيّ, كمّ, بكمّ، والمبتداء والخبر شبه جملة.

الكلام: التحدث عن التسوق من خلال تبادل الحوارات.

6.3- التدريبات : 1- العدد من أحد عشر إلى المائة.

الكلام: تبادل حوارات- تبادل أسئلة- تكوين جمل تدور حول التسوق.

Unit 07

7- الوحدة السابعة: السفر بالحافلة

7.1- الحوارات الثلاثة حول السفر بالحافلة

(الاستفسار عن تقديم الخدمة، تقديم المعلومات، فقدان الأشياء)

7.2- التدريبات : 1- المفردات: تتعلق بالسفر بالحافلة وذرائع المواصلات الأخرى

2- الممارسة في الحروف الجارة

7.3- التدريبات : ترتيب كلمات لتصير جملاً, ملء الفراغات في الجمل, تصحيح

الأخطاء في الجمل.

الكلام: تبادل أسئلة وإجابات وحوارات.

Unit 08

8- الوحدة الثامنة: في السكن/ في الفندق

8.1 - الحوارات الثلاثة حول السكن و الفندق

(الاستفسار عن السكن، مكانه ونوعه ورقمه ، البحث عن الفندق- الطلب)

8.2- التدريبات : 1- المفردات: تتعلق بالسكن و الفندق

2- الاستفهام ب:الإعداد الترتيبية

8.3 التدريبات : تصحيح الأخطاء في الجمل، و ترتيب الكلمات لتصير جملاً، و ملء الفراغات

الكلام: تبادل حوارات- تبادل أسئلة عن السكن والبيت والأثاث وأسئلة اتصالية

Unit 09

9- الوحدة التاسعة: في المطار

9.1 - الحوارات الثلاثة حول المطار والسفر الجوي

(الاستفسار عن الحجز وتأكيد الحجز، اجراءات الجوازات والإقامة، المفقودات)

9.2 التدريبات : 1- المفردات: تتعلق بالسفر الجوي

أسماء الشهور الإنجليزية

2-

الكلام: تبادل حوارات- تبادل أسئلة- أسئلة اتصالية.

9.3 التدريبات : تصحيح الأخطاء في الجمل, ترتيب الكلمات لتصير جملاً, ملء الفراغات

الكلام: تبادل حوارات وأسئلة حول السفر الجوّي.

Unit 10

10- الوحدة العاشرة: في الأماكن المختلفة

10.1- الحوارات الثلاثة في المصرف و مكتب البريد و مكتب الشرطة

10.2-التدريبات : 1- المفردات: تتعلق بالمصرف والبريد والشرطة.

العدد بعد مئة

2-

10.3- التدريبات : تصحيح الأخطاء في الجمل, ترتيب الكلمات لتصبح جملاً و ملء

الفراغات.

الكلام: تبادل حوارات وأسئلة حول المصرف و البريد و الشرطة

Unit 11

11- الوحدة الحادية عشرة: الصحة

11.1 - الحوارات الثلاثة حول الصحة

(الاستفسار عن الصحة، المرض وعلاماته و أسبابه، الحمية، البدانة والنحافة)

11.2 التدريبات : 1- المفردات: تتعلق بالصحة

فعل ماضي

2-

11.3 التدريبات : ترتيب الكلمات لتصبح جملاً, تصحيح الأخطاء في الجمل, ملء الفراغات, إكمال الجمل.

الكلام: تبادل حوارات وأسئلة وإجابات حول الصحة والمرض

Unit 12

12- الوحدة الثانية عشرة : المستشفى

12.1 - الحوارات الثلاثة حول المستشفى

(التعرف على أقسام المستشفى المختلفة وما يتعلق بها)

12.2 التدريبات : 1- المفردات: تتعلق بالمستشفى

2- فعل مضارع

12.3 التدريبات : ترتيب الكلمات لتصبح جملاً وتصحيح الأخطاء وملء الفراغات

الكلام: تبادل حوارات وأسئلة وإجابات حول المستشفى

Unit 13

13- الوحدة الثالثة عشرة: عند الطبيب (1)

13.1 - الحوارات الثلاثة حول طبيب الأذن و الحنجرة والأنف

(الاستفسار عن الموعد، أسئلة وإجابات حول المرض وعلاماته)

13.2 التدريبات : 1- المفردات: تتعلق بالأمراض والفحص والأدوية

2- فعل أمر

الكلام: تبادل حوارات- تبادل أسئلة- أسئلة اتصالية.

13.3 التدريبات : ترتيب الكلمات لتصبح جملاً, وتصحيح الأخطاء وملء الفراغات

الكلام : تبادل حوارات وأسئلة وإجابات

Unit 14

14- الوحدة الرابعة عشرة: عند الطبيب (2)

14.1 - الحوارات الثلاثة حول طبيب الأسنان وطبيب العين و الطبيب العام

(الاستفسار عن الموعد، أسئلة وإجابات حول المرض وعلاماته والتقرير الطبي)

14.2 - التدريبات : 1- المفردات: تتعلق بالأمراض والفحص وأدوات الفحص

2- مركب إضافي.

الكلام: تبادل حوارات- تبادل أسئلة- أسئلة اتصالية.

14.3 التدريبات :ترتيب الكلمات لتصبح جملاً وتصحيح الأخطاء

وملاء الفراغات وإجابات الأسئلة.

الكلام: تبادل حوارات وأسئلة وإجابات

Unit 15

15- الوحدة الخامسة عشرة: عند الطبيب (3)

15.1 - الحوارات الثلاثة حول طبيب القلب وطبيب العظام والجراح

(الاستفسار عن الموعد، أسئلة وإجابات حول المرض وعلاماته والتقارير الطبي)

15.2 - التدريبات : 1- المفردات: تتعلق بالأمراض والفحص وأدوات الفحص

2- مركب توصيفي

الكلام: تبادل حوارات وأسئلة وإجابات

15.3 - التدريبات : تصحيح الأخطاء, ترتيب الكلمات لتصبح جملاً, ملء الفراغات والأسئلة

الكلام: تبادل حوارات وأسئلة وإجابات

Unit 16

16- الوحدة السادسة عشرة: الممرض/الممرضة

16.1- الحوارات الثلاثة حول التمريض والممرضة

(الاستفسار عن مهنة التمريض وغايته والدراسة فيه وظائفه وواجباته)

16.2 - التدريبات : 1- المفردات: تتعلق بالتمريض والممرضة

2- جملة فعلية و جملة اسمية

الكلام: تبادل حوارات- تبادل أسئلة- أسئلة اتصالية.

16.3 - التدريبات : ترتيب الكلمات لتصبح جملاً, تصحيح الأخطاء وملء الفراغات

الكلام: تبادل حوارات واسئلة وإجابات

Unit 17

17- الوحدة السابعة عشرة: الجهاز الهضمي

17.1 - الفقرات الثلاث حول الجهاز الهضمي

(تحتوي الفقرات على الجهاز الهضمي و وظائف أعضائه مثل الأسنان واللسان والبلعوم والمرىء

والمعدة)

17.2- التدريبات : 1- المفردات: تتعلق بالجهاز الهضمي

2- معرفة المفرد والمثنى والجمع

الكلام: تبادل حوارات- تبادل أسئلة- أسئلة اتصالية.

17.3-التدريبات : وصال بين المفرد والجمع ، ترتيب الكلمات لتصبح جملا، تصحيح الأخطاء،

ملء الفراغات

الكلام: تبادل حوارات واسئلة وإجابات

Unit 18

الوحدة الثامنة عشرة: المملكة السعودية العربية

18.1- الفقرات الثلاث حول المملكة السعودية العربية

(الفقرات تحتوي على الموقع الجغرافي للمملكة وأهم مدنها وطقسها وأهمية الحرمين الشريفين

للمسلمين وزيارتها)

18.2- التدريبات : 1- المفردات: تتعلق بالحج والعمرة والمدن السعودية والصادرات والواردات

2- أدوات ظرف المكان (فوق، تحت، أمام، وراء، حيث) ، و الجهات الأربع

الكلام: تبادل حوارات(تستخدم فيها أدوات ظرف المكان)- تبادل أسئلة

18.3-التدريبات : أسئلة حول موقع الأماكن وإجابات، ترتيب الكلمات لتصبح جملا، تصحيح

الأخطاء

الكلام: تبادل حوارات (تستخدم فيها الجهات الأربع) واسئلة وإجابات

قائمة المفردات: Glossary

التدريبات المتنوعة: Miscellaneous Exercises

الكتب المقترحة: Suggested Books

- صيني، د. محمود إسماعيل وناصر مصطفى ومختار: العربية للناشيين (كتاب الطالب 1،2،3)،

المملكة العربية السعودية، إدارة الكتب المدرسية. الطبعة الأولى 1403هـ.

- الفوزان، الدكتور عبد الرحمن وآخرون: العربية بين يديك (كتاب الطالب 2، 1) ،الملكة العربية السعودية. الناشر، العربية للجميع. 2014م
- المفيد في المحادثات العربية: لجنة التأليف، جامعة العلامة إقبال المفتوحة، إسلام آباد
- عبد الرحيم، ف، الدكتور: دروس اللغة العربية لغير الناطقين بها(الجزء الأول والثاني)، المملكة العربية السعودية، الجامعة الإسلامية بالمدينة المنورة، 1418 هـ.

Arabic Language Course for Nursing Staff (English Version)

Program Introduction

The Arabic Language Course for Nursing Staff has been designed according to the requirements of paramedical staff likely to perform their duties in medical field in the Middle East. The program will enable the students to acquire the ability of the four skills of language learning: reading, understanding, speaking and writing. This curriculum is comprised upon a comprehensive set of Arabic dialogues and texts that prompt the student to interact with the Arab environment and the requirements of daily Arab life, as it enables the student to understand what he listens and express his wants and feelings.

Mechanism of Work in Class

Group discussions, exercises, applications, quiz and group activities in the classroom are adopted as teaching tools. During training sessions, dialogues and conversations among the students are recorded, and then presented to them, in order to identify their mistakes committed during these sessions.

Program's Alignment with University Mission

Based on UHS vision and mission, this program strives for achieving the following aims and goals:

Aims

- Training the student to read and comprehend Arabic text directly.
- Developing the real sense of Arabic phonology so that the students may know the correct pronunciation of different words.
- Focusing students' abilities for interpreting, equipping them with necessary proficiency to express their needs in varied situations.
- Making students display substantial proficiency in oral and written Arabic.
- Strengthening social, cultural, political, economic and religious relations between Pakistan and the Arab world.
- Creating a soft image of Pakistani medical staff in service sector of the Middle East.

OBJECTIVES

- Proficiency in language learning: understanding, reading, speaking and writing.
- Fluency in Spoken Arabic.
- Ability to translate from Arabic to Urdu and vice versa.
- Smooth interpretation from Arabic to English and vice versa.
- Comprehension of official documents written in Arabic.
- Understanding signboards and navigators written in Arabic.

Course Contents	MCQs	SEQs
Unit 01- Greetings and Introduction 1.1- Three dialogues on greetings and introduction 1.2-Vocabulary about greetings, introduction, grammar: demonstrative pronouns 1.3-Relative pronouns, exercises, conversation	1	0
Unit 02- Daily Life 2.1- Three dialogues on daily life activities 2.2-Vocabulary about daily life activities, Arabic question words, future tense 2.3-Question words, future tense, sentence construction, exercises	1	0
Unit 03 – Food and Drinks 3.1-Three dialogues on food and drinks 3.2-Vocabulary about food, drink, grammar: interrogative and negative sentences 3.3-Future tense, exercises, conversation	1	0
Unit 04 – The Study 4.1- Three dialogues on reading and study	1	1

4.2- Vocabulary about study, grammar: past tense in Arabic 4.3- Grammar: words which changes noun case, exercises, conversation		
Unit 05 – Professions and Works 5.1-Three dialogues on professions and work 5.2- Vocabulary about professions and works, grammar: number 1 to 10 5.3- Asking about time, date and day, exercises, conversation	1	1
Unit 06 – The Shopping 6.1- Three dialogues on shopping 6.2- Vocabulary about currency, utensils, garments, food; question words 6.3- Grammar: number from 11 to 100, exercises, conversation	1	0
Unit 07- Travel by Bus 7.1- Three dialogues on travel by bus 7.2- Vocabulary about travelling, means of transportation, preposition words 7.3- Exercises on rearranging, fill in the blanks, correction, conversation	1	0
Unit 08 – Hostel/Hotel 8.1- Three dialogues on hostel/hotel 8.2- Vocabulary about hostel/ hotel, ordinal number in Arabic 8.3- Exercises on rearranging, fill in the blanks, correction, conversation	1	0
/ Plane Unit 09 – Journey by Train 9.1- Three dialogues on journey by train/plane; inquiry, reservation, buying ticket etc. 9.2- Vocabulary about air travel, names of English month, conversation 9.3 Exercises on rearranging, fill in the blanks, correction, conversation	1	0
Unit 10 – At Different Places 10.1- Three dialogues on bank, post office and police station 10.2- Vocabulary about bank, post office and police station, number 100 onwards 10.3- Exercises on rearranging, fill in the blanks, correction, conversation	1	0
Unit 11 – Healthcare 11.1- Three dialogue on health, illnesses, symptoms, causes, precautions 11.2- Vocabulary about health, grammar: past tense in Arabic 11.3- Exercises on rearranging, fill in the blanks, correction, conversation	1	1
Unit 12 – Hospital 12.1- Three dialogue on hospital, kinds of hospital 12.2- Vocabulary about hospital, grammar: future tense in Arabic 12.3- Exercises on rearranging, fill in the blanks, correction, conversation	3	1
Unit 13 – At Clinic 13.1- Three dialogue on otolaryngologist, appointment, illness and symptoms 13.2- Vocabulary about illness, diagnosis, medication, grammar: imperative mood 13.3- Exercises on rearranging, fill in the blanks, correction, conversation	3	0

Unit 14 – At Clinic 14.1- Three dialogues on dental, optician, general physician 14.2- Vocabulary about illnesses, diagnosis, diagnostic equipment 14.3- Exercises on rearranging, fill in the blanks, correction, conversation	3	0
Unit 15 – At Clinic 15.1- Three dialogues on cardiologist, orthopedist, surgeon 15.2- Vocabulary about illnesses, diagnosis, diagnostic equipment 15.3- Exercises on rearranging, fill in the blanks, correction, conversation	3	1
Unit 16 – The Nursing 16.1- Three dialogue on nursing, profession, duties, job opportunities 16.2- Vocabulary about nursing; grammar: verbal and nominal sentences 16.3- Exercises on rearranging, fill in the blanks, correction, conversation	3	1
Unit 17 – Digestive System 17.1- Three paragraphs on digestive system, function of different body parts 17.2- Vocabulary about digestive system, grammar: singular, dual, plural 17.3- Exercises on rearranging, fill in the blanks, correction, conversation	3	0
Unit 18 – Kingdom of Saudi Arabia 18.1- Three paragraphs on KSA, geography, important cities, weather 18.2- Vocabulary about Hajj, Umrah, imports and exports, grammar: time and place, directions 18.3- Exercises on rearranging, fill in the blanks, correction, conversation	1	0
Total	30	6

Glossary

Miscellaneous exercises

Suggested Books

- Dr. Mahmoud Ismael Sini, Nasif Mustafa: *AL-ARABIYYAH LI AL-NASHIEN* (Reader 1, 2, 3) KSA, Department of Textbooks, 1403 AH.
- Dr. Abd al-Rahman al-Fauzan Et al: *ARABIYYA H BAIN YADAYEKA* (Reader 1, 2) KSA, Arabic for All Project, 2014.
- *AL-MUFEED FI AL-MUHADISAAT AL-ARABIYYAH* by A Committee of Authors, Allama Iqbal Open University, Islamabad.
- Dr. Abd al-Raheem F: *DUROOS AL-LUGHAH LI GHAIIR AL-NATIQEEN BI HA* (Reader 1, 2) KSA, Islamic University of Medina, 1418 AH.

IELTS ENGLISH VI Credit Hours (2+0)

LEARNING OUTCOMES:

After the completion of this course the learners will be able:

- To employ new vocabulary words based on contextual scenarios
- To be fully skilled in all the modules comprising different tasks
- To manage all the tests and practices prior to knowledge
- To speak in a more proficient and fluent manner

COURSE CONTENTS:

Module	Weeks	Topics/ IELTS Module	Reference Materials
1A: READING	Week 01	READING (PRACTICE TEST) <ul style="list-style-type: none"> • Test (60 mins) • Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> • Cambridge Academic IELTS 15 Reading Test 1-3
	Week 02	READING (PRACTICE TEST) <ul style="list-style-type: none"> • Test (60 mins) • Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> • Cambridge Academic IELTS 16 Reading Test 1-3
2A: WRITING	Week 03	WRITING (PRACTICE TESTS) <ul style="list-style-type: none"> • Test # 1 (60 mins) • Test # 2 (60 mins) 	Worksheets <ul style="list-style-type: none"> • Cambridge Academic IELTS 15 Writing Test 1-3 • Cambridge Academic IELTS 16 Writing Test 1-3
	Week 04	WRITING (DISCUSSION & FEEDBACK OF TESTS) <ul style="list-style-type: none"> • Class Discussion on: 	

		<ul style="list-style-type: none"> ○ the main idea and then the main points of graph/image ○ the prompt and what content it required ○ overall techniques which they lack ○ how to improve their writing skills ● Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> ○ where their passages lacked coherence and clarity ○ the right answers to their grammatical mistakes ○ Students will rewrite the passages in class 	
3A: LISTENING	Week 05	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ● Test (60 mins) at English Language Lab ● Class Feedback on the Test ● Class Discussion on: <ul style="list-style-type: none"> ○ the context of the audio ○ replaying the parts of the audio that they didn't comprehend ○ how to employ selective and active listening ○ the importance of comprehending questions before listening ○ the techniques of multitasking 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> ● Cambridge Academic IELTS 15 Listening Test 1-3
	Week 06	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ● Test (60 mins) at English Language Lab ● Class Feedback on the Test ● Class Discussion on: <ul style="list-style-type: none"> ○ the context of the audio ○ replaying the parts of the audio that they didn't comprehend ○ how to employ selective and active listening ○ the importance of comprehending questions before listening ○ the techniques of multitasking 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> ● Cambridge Academic IELTS 16 Listening Test 1-3
4A: SPEAKING	Week 07	<p>SPEAKING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ● Tests at English Language Lab (Speaking Test Part 1-2) 	<p>Tests</p> <ul style="list-style-type: none"> ● Cambridge Academic IELTS 15 Speaking Test 1-3 ● Cambridge Academic IELTS 16 Speaking Test 1-3
	Week 08	<p>SPEAKING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ● Feedback of Part 1-2 of Speaking Tests 	<p>Tests</p> <ul style="list-style-type: none"> ● Cambridge Academic IELTS 15 Speaking Test 1-3

		<ul style="list-style-type: none"> • Test on Discussion Skills (Speaking Test Part 3) 	<ul style="list-style-type: none"> • Cambridge Academic IELTS 16 Speaking Test 1-3
MIDTERM EXAMINATION			
1B: READING	Week 09	READING (PRACTICE TEST) <ul style="list-style-type: none"> • Test (60 mins) • Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> • Cambridge Academic IELTS 17 Reading Test 1-3
	Week 10	READING (PRACTICE TEST) <ul style="list-style-type: none"> • Test (60 mins) • Class Feedback on the Test <ul style="list-style-type: none"> ○ Help them understand the test passage literally and inferentially ○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea ○ Logically explain the question and provide evidence for the right answer 	Worksheets <ul style="list-style-type: none"> • Cambridge Academic IELTS 18 Reading Test 1-3
2B: WRITING	Week 11	WRITING (PRACTICE TESTS) <ul style="list-style-type: none"> • Test # 1 (60 mins) • Test # 2 (60 mins) 	Worksheets <ul style="list-style-type: none"> • Cambridge Academic IELTS 17 Writing Test 1-3 • Cambridge Academic IELTS 18 Writing Test 1-3
	Week 12	WRITING (DISCUSSION & FEEDBACK OF TESTS) <ul style="list-style-type: none"> • Class Discussion on: <ul style="list-style-type: none"> ○ the main idea and then the main points of graph/image ○ the prompt and what content it required ○ overall techniques which they lack ○ how to improve their writing skills • Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> ○ where their passages lacked coherence and clarity ○ the right answers to their grammatical mistakes 	

		<ul style="list-style-type: none"> ○ Students will rewrite the passages in class 	
3B: LISTENING	Week 13	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ● Test (60 mins) at English Language Lab ● Class Feedback on the Test ● Class Discussion on: <ul style="list-style-type: none"> ○ the context of the audio ○ replaying the parts of the audio that they didn't comprehend ○ how to employ selective and active listening ○ the importance of comprehending questions before listening ○ the techniques of multitasking 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> ● Cambridge Academic IELTS 17 Listening Test 1-3
	Week 14	<p>LISTENING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ● Test (60 mins) at English Language Lab ● Class Feedback on the Test ● Class Discussion on: <ul style="list-style-type: none"> ○ the context of the audio ○ replaying the parts of the audio that they didn't comprehend ○ how to employ selective and active listening ○ the importance of comprehending questions before listening ○ the techniques of multitasking 	<p>Audio + Worksheets</p> <ul style="list-style-type: none"> ● Cambridge Academic IELTS 18 Listening Test 1-3
4B: SPEAKING	Week 15	<p>SPEAKING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ● Tests at English Language Lab (Speaking Test Part 1-2) 	<p>Tests</p> <ul style="list-style-type: none"> ● Cambridge Academic IELTS 17 Speaking Test 1-3 ● Cambridge Academic IELTS 18 Speaking Test 1-3
	Week 16	<p>SPEAKING (PRACTICE TESTS)</p> <ul style="list-style-type: none"> ● Feedback of Part 1-2 of Speaking Tests ● Test on Discussion Skills (Speaking Test Part 3) 	<p>Tests</p> <ul style="list-style-type: none"> ● Cambridge Academic IELTS 17 Speaking Test 1-3 ● Cambridge Academic IELTS 18 Speaking Test 1-3
FINAL TERM EXAMINATION			

List of Resources:

1. 501 Reading Comprehension Questions (501 Series) 5th Edition (2014) by LLC Learning express.
2. Barron's IELTS with Audio CDs Barrons Educational Series; Third Edition (2013) by Lin Lougheed Ph.D
3. Cambridge IELTS 01 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition
4. Cambridge IELTS 02 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition
5. Cambridge IELTS 03 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition
6. Cambridge IELTS 04 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition
7. Cambridge IELTS 05 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition
8. Cambridge IELTS 06 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition
9. Cambridge IELTS 07 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition
10. Cambridge IELTS 08 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition
11. Cambridge IELTS 09 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition
12. Cambridge IELTS 10 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition (2015)
13. Cambridge IELTS 11 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition (2016)
14. Cambridge IELTS 12 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition (2017)
15. Cambridge IELTS 13 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition (2018)
16. Cambridge IELTS 14 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition (2019)
17. Cambridge IELTS 15 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition (2020)

18. Cambridge IELTS 16 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition (2021)
19. Cambridge IELTS 17 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition (2022)
20. Cambridge IELTS 18 Academic Student's Book with Answers with Audio with Resource Bank. Cambridge English; New edition (2023)
21. Check Your English Vocabulary for IELTS: Essential words and phrases to help you maximize your IELTS score. Bloomsbury Information; workbook Edition (2017) by Rawdon Wyatt.
22. Comprehension That Works (Professional Resources) 1st Edition (2008) by Danny Brassell
23. Grammar for IELTS (Collins English for Exams) HarperCollins UK; None edition (2012) by Fiona Aish
24. IELTS - The Complete Guide to Academic Reading. Godiva Books (2012) by Phil Biggerton
25. IELTS Grammar For Bands 6. 5 and above. Student's Book with Answers. (Cambridge Grammar for First Certificate, IELTS, PET). Cambridge English; 1st edition (2021) by Diana Hopkins, Pauline Cullen.
26. IELTS Listening Strategies for Success (IELTS Series Book 2), Englishtec (2021), by Matt McGinniss
27. IELTS Maximiser Educational Book Speaking (2008) by Alireza Mamarzadeh
28. IELTS Vocabulary For Bands 6.5 and above With Answers and Downloadable Audio (Cambridge Vocabulary for Exams). Cambridge English; 1st edition (2021) by Pauline Cullen.
29. IELTS Vocabulary Up to Band 6.0 With Downloadable Audio (Cambridge Vocabulary for Exams) Cambridge English; 1st edition (2021) by Pauline Cullen.
30. Nixsali Leonardo, LCSW - Active Listening Techniques 30 Practical Tools to Hone Your Communication Skills (2020)
31. Objective IELTS Intermediate Self Study Student's Book with CD-ROM Cambridge English; 1st edition (2007)
32. Public Speaking: Principles and Practice (2024) by Irvah Lester Winter
33. Tips for IELTS Reading Academic/General Training Module (2015) by Adam Smith
34. Worksheets for A1 to C1 CEFR level of all modules accessed and downloaded from <https://learnenglish.britishcouncil.org/>